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ABSTRACT

Phase 2 of a three-phase project examined the secondary education background and employment adjustment of handicapped youth in rural counties in Florida. (Phase 1 was a pilot study.) Subjects were former special education students in five rural project counties who had been identified as needing services in the area of educable mental retardation, specific learning disabilities, or emotional disturbances. Academic background and followup questionnaires were administered to them. Primary project objectives included (1) continuing the working relationship with Rural Research Advisory Committee members, (2) describing programs available to secondary handicapped students, (3) describing economic situation and employment adjustment of former students, (4) developing educational models or best practices for the vocational/special education and training of handicapped students, and (5) assisting counties in special/vocational education program and course planning. Vocational and special education program and course offerings varied from county to county. More former mildly handicapped students were employed than were unemployed. They may be employed in semi-skilled or unskilled jobs and receive minimum wage. A few were enrolled in postsecondary technical education. Vocational education competencies they learned may not be used in their occupations, and seasonal employment attracted a number of former students. (Appendixes include correspondence, special education program descriptions by county, and questionnaires.) (YLB)

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Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside In Rural Areas of Florida

ED206805

FLORIDA RURAL RESEARCH PROJECT

CE 029 310

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Final Report
June, 1981

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Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside In Rural Areas of Florida

Final Report
June, 1981

This report has been prepared to describe the progress made during Phase II of this 3 phase research project. Funding for this research (Project 9-1 D47) is from the Division of Vocational Education, Florida Department of Education.

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ABSTRACT

Title of Project: Evaluation of the Vocational Preparation and Success of Handicapped Individuals Who Reside in the Rural Areas of Florida (Rural Research Project).

Sponsoring Agency: Florida Department of Education
Division of Vocational Education
Handicapped Programs

This document is a report of the second part of a three phase project. The current phase follows a pilot study (phase one) which surveyed former special education students in a rural county of Florida. The pilot study indicated that former handicapped students are generally underemployed in low level, low paying jobs.

The current study examined the academic training and employment adjustment of handicapped youth in rural counties of Florida. The research focused on describing the special education and vocational preparation provided to handicapped students. A follow-up study was conducted to determine the employment adjustment of those handicapped students who received both special education and vocational education. An examination of successful programs and practices that include special and vocational education for handicapped students was the final activity of this phase.

OBJECTIVES OF PHASE TWO

The primary objectives of Phase II of the Rural Research Project included:

1. Continue the working relationship with Rural Research Advisory Committee Members.
2. Describe programs available in rural project counties in Florida. In order to do this, the project: (a) Utilized computer data concerning program offerings in rural counties; and (b) Reviewed printed reports and visited county school board offices in project counties.
3. Labor employment statistics were reviewed for the project counties and data concerning employment of handicapped individuals were obtained by on site visits and interviews.
4. Educational models for the vocational/special education and training of handicapped secondary individuals were reviewed. These models reflect exemplary programs and methods that have been tested and proved successful and that may be duplicated in project counties.
5. Consultation with local education agencies as they developed their county's funding guides in order to request grant support for the implementation of the proposed educational model. This objective is also the beginning of Phase III of the project.

CHAPTER I

INTRODUCTION

In recent years public schools have become increasingly sensitive to the needs of handicapped children and youth. The beginning intervention (e.g. during the 1950s) for mildly handicapped youth focused on remedial academic skills. However, with the support of educators, parents and legislators, comprehensive education has become an established part of education programs for the mildly handicapped. Comprehensive education may range from pre-academic skills on kindergarten level to personal-social skills on an adult level. Vocational or occupational training is now considered an established option as an educational intervention for the mildly handicapped by many educators (Alley & Deshler, 1979; Boyan, 1978; Brolin & Kokaska, 1973; Cullinan & Epstein, 1979; Halpern, 1979; Marsh & Price, 1980; Titus & Travis, 1973).

Legislation supports this intervention. For instance, P.L. 94-142 states that the term "special education" includes vocational education if it is designed to meet the needs of the student (Razeghi & Davis, 1979). Previous legislation such as the Rehabilitation Act of 1973 (P.L. 93-516), supports the handicapped youth as he/she enters the job market. The Vocational Education Amendment of 1976 (P.L. 94-482) further supports this notion by requiring states to expend ten percent of their federal allotment to assist handicapped persons to participate in vocational education programs.

Following the inclusion of vocational training for exceptional students, researchers have been investigating the occupational adjustment of handicapped youth (Becker, 1978; Brolin, Durand, Kromer & Miller, 1975; Halpern, 1973; Kokaska, 1968; Titus & Travis, 1973; Vande Garde, 1973). The bulk of research concerned with the post-secondary adjustment of the mildly handicapped has been accomplished in urban areas. Various post-secondary follow-up studies differ in procedures, geographic location and adjustment criteria. However, there are conclusions drawn for the follow-up studies that should help educators plan programs that will assist handicapped students in making successful adult adjustments. Curricular considerations, for example, include work-study programs, career education, prevocational training, employability skills training, cooperative education and vocational-technical training for mildly handicapped secondary (7-12) students. The literature indicates that curricular interventions such as those mentioned above, are successful. (This success is measured in terms of adult occupational adjustment). However, the programs that usually receive curricular interventions are usually located in standard metropolitan statistical areas (SMSA). The SMSA areas are defined by the Bureau of the Census as having at least one city of 50,000 inhabitants or more. Because of their definition which includes population density, SMSA areas usually have resources such as industry, higher economic standards, public transportation, social programs, comprehensive education and other benefits (Thompson, 1980).

On the other hand, nonmetropolitan or rural areas do not have a large population and consequently do not have large industries,

public transportation, social/welfare agencies, and other benefits that are usually available in metropolitan areas. Cosby (1979) notes that rural areas also often have structural and cultural obstacles that deny or affect achievement and/or attainment by rural students. Along with these obstacles, lack of education and/or employment opportunities may combine to hinder the progress of rural American youth, particularly handicapped youth. Studies by the National Rural Project (NRP) have also indicated that problems implementing educational programs for the handicapped do exist in rural counties throughout the nation (Helge, 1979). Further, a pilot study (Schwartz, Hensel, & Westling, 1980) indicated that the post-secondary adjustment of handicapped students in some rural areas of Florida is poor. The challenge of preparing the handicapped student in rural areas should not be neglected since 67 percent of all school districts are located in rural areas and 33 percent of all school children/youth reside in those districts (Sher, 1978). In Florida, 37 of the 67 counties are non-metropolitan counties (Thompson, 1980).

Currently, there are no definitive answers indicating what factors are influencing the post-secondary adjustment of rural handicapped youth. There is a recognized need for further research in this area (Harvey, 1979; Helge, 1979).

The Purpose of the Study

The purpose of this study is to examine the secondary education background of former handicapped students in rural areas. This

background of educational factors will be contrasted with the employment adjustment of those same former students. This analysis may determine what educational variables influence post-secondary employment adjustment.

Justification

While much research has been conducted regarding the vocational adjustment of former handicapped students, the bulk of research has been conducted in urban areas. Residence in rural areas presents unique problems to handicapped youth both in educational and vocational opportunities. There is a need to investigate the post-secondary adjustment of handicapped youth and the possible educational variables affecting that adjustment.

Subjects

Subjects are former special education students in each of the 5 rural project counties. Subjects must have been identified by a staffing team as needing special education services in the area of educable mental retardation (EMR), specific learning disabilities (SLD) or emotional distrubance (ED). The subjects must have been enrolled in secondary special education at least one year during grades 9-12.

This group of subjects does not include those students temporarily placed in area schools by welfare agencies. It also does not include students entering and withdrawing the same school year or those students still in school.

Each rural project county is treated individually so the number of former students surveyed per county ranges from 10 to 34.

Questions Under Investigation

1. Information concerning the secondary education of rural mildly handicapped students will include:
   a. Extent of vocational course work. This includes semesters in actual specific occupational preparation.
   b. Extent of prevocational course work. This includes semesters in occupational exploration, home economics, industrial arts, or work study.
   c. Academic achievement. This will indicate the most recent recorded achievement level in arithmetic and reading.
   d. Days absent. The total days absent during the final year of school will be noted, if that record exists.

2. Information concerning the employment adjustment of former secondary handicapped students will include:
   A. Current employment status
      a. Job title
      b. Salary
      c. Hours per week
      d. Length of time employed
   B. Previous employment status
      a. Job title
      b. Salary
      c. Hours per week
      d. Length of time employed

Limitations

1. This study occurs in each of 5 school districts within 5 of the 37 rural counties of Florida. The definition of rural counties reflects the criteria determined by the U.S. Bureau for the Census for nonmetropolitan areas. The 5 project counties, although located in different geographic areas, may not reflect school districts in the remaining 32 counties.

2. This study also looks at mildly handicapped (EMR, ED and LD) students who have been enrolled in public school programs and have left the school system within the last 3 years. Former students must have received at least one year of special education and one year of vocational or prevocational training during the school years nine through twelve. The study does not include those students temporarily placed or that have withdrawn during their ninth year of school.

3. This study focuses on the mildly handicapped student that has received education. It may not reflect the mildly handicapped population that has not been identified. It also does not reflect those students who are currently enrolled in school.

Definition of Terms

Mildly Handicapped Youth: Secondary or post-secondary individuals who are presently or formerly members of special education programs in rural counties. They may have been labeled educable mentally retarded (EMR), learning disabled (LD) or emotionally disturbed/handicapped (ED) during their secondary academic history.

Educable Mental Retardation: The most commonly accepted definition of

educable mental retardation includes subaverage intellectual functioning existing concurrently with deficits in adaptive behavior. The I.Q. range for educable mentally retarded is usually between 50-70 (Brolin & Kokaska, 1979).

Specific Learning Disability: "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. (The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.) The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (Federal Register, p. 65083).

Emotional Disturbance: These individuals will be employed in a rural county to teach (mildly) handicapped students. The particular certification held (i.e., ED, MR, LD) is not significant for the purpose of this study.

Vocational Educators: These are teachers employed by a school system in a rural county to teach vocational education in a secondary school or in a vocational-technical school. They must teach handicapped students, but may also teach nonhandicapped students.

Rural Counties: One of the 37 political subdivisions of the State of Florida that is not classified as a Standard Metropolitan Statistical Area by the U.S. Bureau of the Census.

The Standard Metropolitan Statistical Area (SMSA): Defined by the U.S. Bureau of the Census (1980) in two ways:

1. As SMSA is "a county or group of counties which contains at least one city of 50,000 inhabitants or more, or twin cities with a combined population of at least 50,000. In addition to the county or counties containing such a city or cities, contiguous counties are included in a SMSA if, according to certain criteria, they are socially and culturally integrated with the central city."

2. "A city of at least 25,000 inhabitants which together with those contiguous places (unincorporated or incorporated) having a population density of at least 1,000 persons per square mile and having a combined population of 50,000 and constitutes for general economic and social purposes a single community. In addition, the county or counties in which the city or cities are located must have a total population of at least 75,000 will also constitute a standard metropolitan statistical area."

Prevocational Education (exploratory): Shop or laboratory instruction, including prevocational industrial arts, designed to give students first hand exploratory experiences with the kinds and levels of work performed in a broad range of occupations for which special skills are required (Florida State Plan for Vocational Education, 1980).

Vocational Education: Organized instruction which is directly related to the preparation of individuals for employment or for advancement in their present employment (Florida State Plan for Vocational Education, 1980).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

For several decades this nation has been pursuing the goal of educating handicapped children in public schools. The initial interest in this goal was followed by program planning designed to meet the specific needs of handicapped children and youth. The planning began to be locally implemented, changed as necessary, and reimplemented. Most of this activity initially occurred in metropolitan areas (Ingalls, 1978). Consequently much of the research concerned with the success of program planning also took place in metropolitan areas. The majority of the data based literature reflecting handicapped adult adjustment and the variables affecting that adjustment was also completed in urban areas (Kokaska, 1968). A sampling of these studies will be reviewed in this chapter.

Through the years there has been a quiet but continuous interest in the education of rural American youth. Evidence of this interest in recent literature seems to clump in two time periods; the first approximately 1968 to 1971; the second, 1978 to the present.

The interest from 1968 to 1971 seems to be concerned with vocational education for rural disadvantaged and/or handicapped

students. The second period, 1978 to the present, is concerned with general education in rural areas, vocational education in rural areas, and special education in rural areas. The trends and developments reflected in this literature will be discussed in this chapter.

Rural Education Interest: 1968-1971

Apparently one of the first peaks of interest in rural education came during the incumbancy of President Lyndon Johnson and the War on Poverty Program. It was during this period that the 1963 Vocational Act was amended. As a result, the 1968 Vocational Amendments provided 10 percent set-aside funds (of the federal dollars sent to the states) for vocational programs for the handicapped and 15 percent set-aside funds for vocational programs for the disadvantaged. This amendment naturally generated concern among vocational educators concerning the procedures for educating handicapped and disadvantaged students. During this period of time rural Appalachians and other groups of disadvantaged people drew the attention of education, vocational rehabilitation, and social welfare agencies. Federal monies were appropriated to support educational, social, and medical services to these disadvantaged rural people. Consequently a body of literature was produced that attempted to construct appropriate curricula for rural youth and for rural disadvantaged or handicapped youth (Copple, Schultz, & Self, 1969; Hamilton, 1967; Hutchinson, 1970; Norton, 1970; Walker, 1971; and Young, 1971).

Copple, Schultz, and Self (1969) were one of the groups of educators concerned with the habilitation of EMR adolescents in rural

areas. To begin the process of determining what constituted habilitation, Copple et al. interviewed school administrators, counselors, EMR students and parents in 20 rural high schools with enrollments of less than 110 students. The interviewees were requested to suggest a list of practices, within school curricula, suitable for EMR learners. These practices were then submitted to six special education personnel who rated each practice on a 5-point scale as to suitability. In addition, the special education personnel developed lists of practices for the education of EMR students in the areas of intellectual, social, physical, and occupational development. These lists were submitted to parents for rating according to their judgment of practicality. As evidenced in the compilation of these lists the "current" practices were based on those same methods used by urban educators.

The Center of Vocational and Technical Education has sponsored research and vocational development in rural areas for several years. For instance, this agency produced a study (Walker, 1971) entitled What Vocational Teachers Should Know About Disadvantaged Youth in Rural Areas, that analyzed the literature dealing with academically disadvantaged rural students. The resulting document includes a list of possible reasons for the disadvantaged youth dropping out of school. There is also a list of characteristics of these youth including (a) two or more years behind in reading or math at the 7th grade; (b) failure of one or more school years; (c) poor school attendance; and (d) performance below potential. In addition the characteristics of rural academically disadvantaged students,

according to the Warsaw Project (Walker, 1970) include (a) lack of motivation to learn or achieve; (b) poor self-image; (c) hostile/aggressive towards authority figures; (d) dependent on others; and (e) short attention span. The author does not indicate how these characteristics were measured, and there is no mention of population or method of assessment. Throughout this document the rural disadvantaged student is referred to as the "slow learner" and basically fits the current definition of the EMR student. The author does not clearly indicate a definition that makes the disadvantaged student different from the EMR student. The conclusions of this state-of-the-art indicate that vocational programs must be student, or individually, oriented. Successful programs can be developed if the school staff and the rural community support each other.

Another handbook for vocational educators is offered by Young (1971). This handbook, another result of the concern generated by the 1968 Vocational Amendments, is directed at vocational education for handicapped persons. Chapter Six of the document, "Providing Services in Rural Areas" discusses the four most prominant problems in serving disadvantaged youth in rural areas. These four problems include (a) paucity of handicapped population (for creating class loads to justify teachers/funding); (b) lack of transportation; (c) lack of placement opportunities (i.e., on-the-job training; and (d) lack of availability of resources and support services (i.e., vocational rehabilitation).

Hutchinson (1970) presented additional information about the population of rural areas. According to a Social Security survey

in 1966, demographic data show that there is a concentration of disadvantaged people in rural areas of the country. In addition, there is a high percentage of disabled people among the rural disadvantaged. According to Vocational Rehabilitation, some of the problems faced in the rural setting are (a) limited on-the-job training opportunities (e.g., mechanization has reduced the demand for farm workers): (b) lack of transportation (geographic isolation); and (c) poor resources (marginal jobs and seasonal employment). It is interesting to note that, according to the 1968 Vocational Rehabilitation Amendments (Vocational Rehabilitation Regulations, Section 402.1) the disadvantaged individual is impaired in the ability to secure or maintain appropriate employment by several reasons including mental disability. The overlap of disability, disadvantage, and mentally handicapped seems to occur in several areas.

Due (once again) to the interests generated by the 1968 Vocational Amendments, an institute was held for vocational educators in Fayetteville, Arkansas. Robert Norton (1970) directed the Coordination of Supportive Services for Vocational Education in Rural Areas. One of the major objectives of the institute was to make participants aware of the importance of support services to all students, especially the disadvantaged and handicapped. The Institute resulted in five task-groups that reported on strategies for improving the coordination of support services.

Hamilton (1967) studied the characteristics of special needs students and aspects of vocational education programs essential to these students. He compared characteristics of nonhandicapped

to handicapped ninth grade students. The results of the study indicated there were no significant differences between the two groups of students in terms of race, place of origin, or if the mother worked outside the home.

There were differences in terms of more boys than girls identified as handicapped. The study also indicated that youth with special needs had lower grades, high rates of absences, lower reading scores, and lower educational and occupational aspirations than their non-handicapped counterparts.

Current Interest: 1978-Present

The current interest in rural education reflects some of the same concerns projected in earlier literature (Walker, 1970; Young, 1971). Apparently some of the social and economic strengths and weaknesses of rural areas continue to exist following implementation of the 1968 Vocational Amendments and P.L. 94-142.

Among the contemporary educators addressing rural education is Arthur Cosby. Dr. Cosby (1979) notes the many barriers facing rural youth. For instance, he cites social and cultural obstacles as affecting or denying achievement to these youth, particularly young rural women and rural black males. A lack of education and employment are also listed as barriers to the 25 million American rural youth. Cosby suggests that many negative views of rural people are produced by television and other media. He suggests education should help reduce rural barriers by expanding youths' opportunities for the future. Programs for women, for example, should emphasize the

expansion of the career options and consequences of early marriage. According to Cosby, programs for black males should focus on transmitting vocational preferences into actual attainment. He suggests federal monies be expended to support programs for rural youth.

Cosby (1980) also presents two important demographic facts: (a) the Census estimates that more than 50 million Americans (1 in 4) are classified as rural and (b) the long-run shift from rural areas towards cities seems to have halted. Cosby suggests that there be a strong rural constituency, including rural advocates, to bring greater influence to rural interests.

The rural constituency that Cosby describes may already have its beginnings. In a BEH Preliminary Report, Herman (1979) reported the establishment of a Rural Initiative Committee within the Office of Special Education (OSE, formerly BEH), designed to promote a rural thrust within the Bureau. According to the report, the OSE is concerned over the status of special education service delivery in rural areas. The two goals of the committee include: (a) literature review to identify characteristics of rural populations and their effect upon service delivery to handicapped or gifted children in rural areas; and (b) determination of BEH (OSE) commitment and the articulation of strategy directing division effort. Factors acknowledged included: (a) the diversity of rural populations and settings; (b) the absence of nationwide rural education studies and data collections; (c) the current population turnaround (city to rural); and (d) the problems of regular rural education and their impact on special education delivery. Herman also notes that recognition of rural needs and

the addressing of problems cannot come from the OSE "down"; instead, programs and committees must be responsive in nature, rather than directive if they are to succeed.

Sher (1978) also supports the idea of increasing federal support of rural schools and bases his rationale on a demographic platform. For instance, he contends there is justification for increased federal educational provisions since one-third of the U.S. school population (i.e., 15 million, ages 5-17) are in nonmetropolitan areas. Dr. Sher suggests three major sets of activities and outlines specific provisions that could accomplish these goals. These three goals are (a) across-the-board rural set-asides and revision of criteria for Title I funding; (b) new rural programs, rural resource cooperative, rural school construction and renovation; and (c) a national research initiative on rural education which would focus on research, provide technical assistance, and act as an advisory board. In essence, Sher contends that rural education is worth more attention and assistance than policy makers, researchers, and educators accorded it in the past.

Many rural areas do not have appropriate on-the-job training opportunities for special needs students since business/industry resources are limited. Jacobs (1978) reports one answer that the Georgia Department of Human Resources found for this problem. A pilot program designed to provide EMR adults sheltered work opportunities in farming and forestry occupations was sponsored by the Georgia Department of Human Resources. Handicapped adults are paid a wage for gleaning wasted crops left behind by mechanical

picking and for harvesting other crops. A supervisor, in charge of 10 handicapped adults, negotiated for job wages and hours, and attempted to maintain the adults' employment for the entire year. The gainful employment of the retarded adults precipitated side benefits including community acceptance and enhanced self-concept of the workers.

Hayden (1975) reports that work opportunities for handicapped youth in rural areas must be cultivated by school personnel. A rural county in Iowa provides school employment in order to train students for jobs after graduation. A school team evaluates students and then parents, students and school personnel confer about a potential job. During the student's junior year, he/she works in high school for two hours a day and the school pays the student. The student explores a variety of jobs during the senior year and also works within the community. The school provides the necessary academic subjects and work adjustment counseling. Hayden states that the students involved in this program become successfully employed after graduation.

It is apparent from this literature that the needs of rural youth, particularly handicapped, are similar to those needs expressed in the period from the 1960's to 1978. The literature seems to reflect needs for increased federal support, resources for education, and appropriate instruction for rural youth. The following review looks at literature reflecting programs conducted in urban areas for handicapped youth.

Vocational Training for Handicapped Youth in Urban Areas

A variety of programs for providing vocational education to handicapped youth have been implemented in this nation. Programs range from academically oriented career awareness to actual hands-on vocational course work. The Project PRICE indicated that handicapped youth require competencies involved in three areas, including social-personal, occupational, and daily living skills. The delivery system for these competencies may vary, but the results of project PRICE indicated that a solid knowledge base in these areas is necessary for successful adult adjustment (Brolin & Kokaska, 1979).

The worth of work experience as a delivery system is supported by follow-up studies of handicapped youth completed in more urban areas. Halpern (1973) conducted a follow-up study of 30 percent of the work experience terminators in 14 school districts in Oregon. These former students were randomly selected and placed in two groups, each group being one year out of school. All interviews were conducted in person with information being collected on demographic, social, and vocational variables. The follow-up measured actual employment of students and that employment was compared with general community employment. An "employment index" was constructed from the interview data to provide a longitudinal measure of each subject's work history over a 12-month period. The results of the follow-up revealed the following:

1. When the level of community unemployment is high, it will be very difficult for mentally retarded persons who are new in the labor market to find jobs.

2. When community economic conditions deteriorate, mentally retarded workers are not necessarily in jeopardy of losing their jobs.

3. Mentally retarded persons who are assisted by well-structured vocational training programs have a good chance of finding jobs, regardless of the level of general community unemployment.

Brolin, Durand, Kromer, and Miller (1975) also conducted a follow-up of former EMR students. The 80 subjects were defined as being one of three levels of vocational adjustment: (a) average or better (e.g., employed 75 percent or more of the time since high school); (b) fair (e.g., employed 50 percent of the time); or (c) poor (e.g., employed less than 50 percent of the time). Three different job adjustment questionnaires were administered, one each to the student, parent, and the employer. To assess the level of vocational adjustment, four criteria were used: (a) percentage of employment, (b) hours worked per week, (c) salary, and (d) job satisfaction. The former students were divided into two groups: those who took at least one vocational course and those who had an academic program only. The results showed that those students receiving work study attained a significantly better overall degree of vocational adjustment than those who had not received work study.

One recent project concerned with special education in rural areas was completed by the National Rural Research and Personnel Preparation Project (NRP) (Helge, 1980). This group conducted a national comparative study regarding rural special education delivery systems before and after implementation of P.L. 94-142. Seventy-five rural school districts and cooperatives in 17 states were surveyed by the NRP. One

of the achievements of the rural school districts, found by the study included a 92 percent average increase in the number of handicapped students identified and served. Support services were also added to many school districts, such as physical therapy, occupational therapy, and programs for the severely and profoundly handicapped. There was also data including the problems noted a decade ago in rural education were still in existence. Teacher recruitment remains a problem, along with retention problems and funding and staff inadequacies.

Data regarding vocational services for the handicapped were also examined by the NRP study. Only 23 percent of the rural local education agencies (LEAs) sampled had vocational training for handicapped students previous to passage of P.L. 94-142. By the 1979-80 school year, 64 percent of the 75 LEAs had implemented some type of vocational education program for the handicapped. Table 1 shows the changes that occurred in the 75 rural school districts regarding vocational programming.

Table 1

Vocational Programs for 16-21 Year Old Handicapped Students Before and After P.L. 94-142

	Before P.L. 94-142	After P.L. 94-142	Percent Change
Special Education Vocational Programs	13%	39%	+200%*
Adapted Regular Education Vocational Programs	39%	57%	+46%*
Sheltered Workshops	24%	35%	+46%*
No Vocational Services	35%	08%	-77%*

*Significant to the .05 level.

Despite the increase in vocational education, one of the problems most cited by LEA personnel interviewed by the NRP was a lack of appropriate vocational and career education programs for the handicapped. Another predominant concern of interviewees was that lack of appropriate vocational and career education programs in general for handicapped youth contributed to high drop-out rates. Apparently the special education services in rural areas have greatly advanced as far as identification of special needs of student services and support services. However, the rural handicapped youth may still not be prepared appropriately in a vocation and consequently may not have successful adult adjustment.

Summary

This review of literature suggests a concern among vocational educators for finding the appropriate instructional materials and methods for teaching rural disadvantaged and/or handicapped students. The 1968 Vocational Amendements apparently helped to encourage this interest, and the concern has continued to the present.

A few educators and federal education projects are currently focusing on the needs of nonhandicapped and handicapped rural youth. Concerns expressed include funding considerations, appropriate education personnel and program availability in rural areas.

A search of data based literature reflects that there is a paucity of studies aimed at describing the special/vocational programs in rural counties. There is also a lack of data based studies describing the postsecondary adjustment of rural handicapped youth.

The study described in the following Chapter examines the special/vocational programs in five rural counties in Florida. The study also describes the employment adjustment of former special education students in the five counties.

CHAPTER III

OBJECTIVES

Objective 1

The first objective of the Rural Research Project included continuing communication with advisory committee members. It was the intent of the project staff to solicit advice and assistance from committee members in attaining all the Phase II objectives.

Procedures

An advisory committee had been established during Phase I of the Project and included a variety of rural school district personnel. In the fall of 1980 each of the Phase I members was contacted by letter in order to determine what members were interested in participating in the second phase of the Project. This letter was followed by a phone call, also intended to determine interest. It was determined from the responses to the letters and calls that several members had moved from the county and/or changed jobs and consequently were unavailable for participation in Phase II. The staff contacted, by letter, school personnel of both special and vocational education in additional rural counties (see Appendix A). These individuals were invited to be members of the advisory committee. The majority of individuals contacted agreed to participate. Appendix A includes the Phase II Advisory Board directory and additional correspondence used in the completion of Objective Three.

Results

The Rural Research Project held an Advisory Board meeting in November, 1980. During this meeting the objectives for Phase II were discussed and members were encouraged to provide input such as suggestions for procedures and ideas of possible trouble spots in the data gathering process. The suggestions and ideas of the committee were noted and implemented by the rural research staff during Phase II activities. The members who were unable to attend the November meeting were contacted by phone to determine a convenient time to meet individually. The Project Director traveled to each member's county and met with the member. Discussion included Phase II objectives, and suggestions for implementation of those objectives.

In summary, activities of Objective One included:

(a) Continue communication with advisory committee members.

(b) Enroll additional committee members, particularly those from rural counties.

(c) Meet with advisory committee two times during Phase II.

(d) Meet with members of project counties individually.

(e) Solicit feedback from members concerning procedures for the study.

(f) Obtain cooperation and assistance from members of project counties for objectives 2-5 of Phase II.

Objective 2

The second objective of Phase II of the Rural Research Project involved describing programs available to secondary handicapped students in rural project counties. In order to complete this objective, state department computer data concerning program offerings in rural project counties were reviewed. In addition, rural project county school personnel were interviewed to amplify information provided by the computer data. The intended product of these activities was a description of curricula offered to rural secondary handicapped students in vocational education and special education. The number of teachers and courses offered in secondary special education, prevocational education, and vocational education were studied.

Procedures

The researcher interviewed project county school personnel regarding programs available to secondary students. In each county, program information was obtained from the special education director and vocational education director. Whenever available, special education teachers, occupational specialists, school counselors and high school principals provided additional program descriptions. Relevant information was placed in profile form in order to provide a succinct view of public education in each county. These profiles follow in the Results section.

Data concerning public education courses/programs in rural counties was obtained from the Management Information Service (MIS) in the Knott Building in Tallahassee. MIS provided a computer

printout of each county that listed each course taught in each school in the rural district. The printout provides the course code number, number of teachers, and the number of periods the course is offered. From the printout, secondary (grades 7-12) vocational courses and special education courses (gifted not included) were extracted. The list of available prevocational, vocational education and special education programs/courses in each project county are found in Tables 2 and 3 which follow the five county profiles. The courses listed are not necessarily available to all current or former mildly handicapped secondary students.

Descriptions of vocational programs/courses were obtained from the Alachua County Vocational Director. Descriptions provide course number, title, objectives and activities. The State Bureau of Education for Exceptional Students provided a general description of the special education curricula for EMR, ED and SLD students in each project county. Examples of the vocational programs/courses and the special education programs/courses are found in Appendix B.

Results

Table 2 provides the secondary special education programs/courses available in the five project counties. Table 2 does not include special education for the gifted. Table 3 provides the secondary prevocational and vocational programs/courses of the community colleges in the project counties. Tables 2 and 3 follow the five county education profiles.

Appendix B contains sample descriptions of secondary special

education and vocational courses. Further information regarding vocational programs/courses can be obtained from a local vocational education director. Additional information regarding special education programs/courses can be obtained from the Bureau of Exceptional Student Education in Tallahassee.

Table 4 provides enrollment information regarding the five project counties and five contrasting metropolitan counties.

The county education profiles that follow provide a brief description of public education in each of the five project counties. A review of other Florida rural counties indicates that the project counties reflect a similar number of programs and courses in vocational and special education.

County One Education Profile

There are 3 primary, 2 elementary, 3 middle and 2 high schools in the county. The county also provides one school for TMR students, and Individual Manpower & Training Learning Resource Center and adult community education. A comprehensive area vocational technical school also serves the county. There were 7,644 students enrolled for the 1978-79 school year (92% of that population white, non-hispanic and 7% of that population black, non-hispanic).

The membership grades 7-12 is approximately 3,903 persons. The estimated number of persons 14-17 years old not in school is 115 (or 9.5% of the total of that age population). In 1979 there were 471 students graduating from the 2 area high schools. Twenty-one percent of the graduates entered college and less than one percent entered technical school.

Table 4

Educational Statistical Information: SMSA and NONSMSA (Project) Counties

County	Total FTE Membership	Total FTE Special Ed. Membership	Total FTE Voed.
County 1	7,644	227	902
County 2	1,796	52	255
County 3	7,415	203	633
County 4	4,473	174	360
County 5	4,936	130	461
Broward	147,140	6,567	15,048
Dade	261,999	9,096	27,072
Duval	107,408	4,579	8,525
Hillsborough	116,836	3,518	10,204
Orange	88,011	2,911	10,235
Florida	1,608,533	55,248	155,795

Source: Thompson, R.B. (Ed.) Florida Statistical Abstract, 1980, Gainesville, FL: University of Florida Presses, 1980.

The TMR population (K-12) is served at a special school where students receive prevocational training along with their academic courses. The special school is considered exemplary in the state.

The two area high schools serve 49-EMR, 25-ED and 91-SLD students, for a total of 165 mildly handicapped students. Teaching assignments include 2-EMR, 2-SLD and 1-ED in grades 9-12. The main curricula for mildly handicapped students focuses on remedial academics and independent living skills. The mildly handicapped are sometimes enrolled in regular arts and crafts and music classes. The students may also participate in the R.O.T.C. program at the local high schools. An occupational specialist at each high school attempts to follow-up each postsecondary student.

Special education personnel are currently developing plans for a program that would provide mildly handicapped students with the skills necessary to enroll in the area vocational-technical school. A work-study program will be implemented in the 1981-82 school year. The first phase of the program will involve special education teachers observing and performing jobs in the community in order to complete a task analysis of those jobs. During the second phase of the program, teachers will instruct mildly handicapped students in job competencies for a period of 3-6 months. When job competencies have been attained, students will be placed on the job for 3 days a week for the remainder of the school year. Employers are planning to hire the students full-time at the completion of their successful training.

County Two Education Profile

There are two elementary schools, one high school and one adult

center serving an estimated 1, 796 students in the county (82% are white, non-hispanic; 18% are black, non-hispanic). The sole county high school is located in the county seat. High school vocational and the adult center classes are housed in a separate campus, located adjacent to the county high school.

The fall membership grades, 7-12, is about 833 persons. There are an estimated 72 persons ages 14-17 not enrolled in school (or 15.3% of the total 7-12 grade membership). There were 102 students graduating from high school in 1979; twenty-two percent entered college and none entered technical school.

Special education teaching assignments for the entire county include 2-EMR, 1-TMR, 1-ED and 3-SLD teachers. There are approximately 178 special education students enrolled in all special education classes (K-12). There are 15-EMR in grades 7-12 and 33-SLD students enrolled in grades 7-12. These mildly handicapped students may receive home economics courses and other vocational courses, including shop, mechanics and agriculture, during their secondary education. An occupational specialist conducts a yearly follow-up of the former high school students.

County Three Education Profile

County Three has ten public schools serving 7,500 students, (75% white, non-hispanic; and 25% black, non-hispanic). There are 3 high schools, one in each of the county's incorporated towns. There are also 4 elementary schools and 3 middle schools serving the county. A nearby junior college is designated as the area vocational school,

also serving 2 surrounding counties.

In 1979, 489 students graduated from the 3 high schools. Forty-one percent entered college and four and one half percent entered technical school. Approximately 212 persons, age 14-17 years, were not enrolled that same year. This number represents a drop-out rate of 10%.

Approximately 3,511 students are enrolled in grades 7-12. There are approximately 210 handicapped (all) students served in the area public schools grades 7-12. Of that number; 80-EMR, 40-SLD and 10-ED students are enrolled in grades 9-12 within the 3 area high schools.

A vocational/special needs program in the county serves the mildly handicapped. This program provides instruction to mildly handicapped learners, grades 7-12 in four vocational areas: (a) nursery operations; (b) building and home maintenance; (c) health occupations; (d) food services. The 7-8 graders explore careers in the four program areas 3 hours per day, rotating every 9 weeks. The 9-12 graders may spend a longer period of time in each area, or may stay with one program exclusively. The Program also has a Work Evaluation Center and 2 work evaluators. Students are evaluated prior to training (7-8 grade) and then again after receiving vocational training (9-12 grade). The instructors at the center are certified in their vocational areas. The Program is adjacent to the school board building in the county seat and serves special needs learners from all parts of the county. The Program provides hands-on experiences including practicum experience at the local nursing home.

County Four Education Profile

County Four has 2 elementary, one primary, one junior high and one high school. There is also one adult education center and one migrant kindergarten. These schools serve a total of 4,500 students (84% white, non-hispanic; 12% black, non-hispanic; and 4% hispanic).

There are 1, 895 persons enrolled in grades 7-12. There are an estimated 582 persons, ages 14-17 years old not in school. This gives County Four a drop-out rate of 42.7%.

The high school, located in the county seat, serves all students in grades 10-12 in the county. The 749 students enrolled are served by 48 teachers. In 1979, 204 students graduated from this high school; 33% entered college and 3% entered technical school. The high school (grades 10-12) has one teacher for EMR students and one teacher for SLD students. There are approximately 15 students served in each class. For the past 2 years, special needs students have been mainstreamed in carpentry, home economics and agriculture classes. Prior to 1979, special needs students were not included in vocational classes. The school does not currently have a work-study program for special needs students but there is a program planned for the coming school year.

The junior high school serves all county students in grades 7-9. The student population of that school is 1,031 served by 52 teachers. The school has 2-EMR teachers with a total enrollment of 29 students and 2-SLD teachers with a total enrollemnt of 42 students. Mildly handicapped students receive a career exploration emphasis in the grades 7-9.

County Five Education Profile

County Five operates one school system that includes six campuses; five in the county seat and another in a smaller town. There are two elementary schools, one middle school, one high school and one school K-12 serving approximately 4,733 students. Approximately 76% of the school population is white, non-hispanic and 24% is black, non-hispanic. There is also an area vocational-technical and adult center in the county seat. A junior college, a two-year facility located in a adjacent county, serves this county. The college provides evening classes for credit in the county seat.

In 1979, 258 students graduated from the local high school. Of the graduates, 35% entered college and 2% entered technical school. There are approximately 142 handicapped students served in the area's public schools, grades 7-12. Approximately 57 of these individuals are enrolled in high school (grades 9-12). Teaching assignments for the 9-12 grade range include 1-EMR, 1-Vocational/Special Needs, 2-SLD, and 1-VE. The estimated number of persons ages 14-17 not in school is 164, or 12.1% of that total population.

The one category of students enrolled in both vocational education and special education are the educable mentally retarded students. These students have special education for academic instruction. The EMR students also receive home economics training and have an opportunity to be a part of work-study. Some students, in the past, have also received industrial arts training.

The programs for the SLD and ED students are new. When this research was done there were no graduates.

The area vocational-technical center provides training in carpentry, auto mechanics, auto body, cosmetology, bookkeeping and child care. There is a teacher's aide at the center whose job it is to assist any handicapped learners in vocational classes. There is also an Individual Manpower Training (IMT) Lab at the Center. Currently, no EMR secondary high school students are enrolled at the Vo-tech,"but several SLD students are currently enrolled, along with several former EMR program graduates."

Students involved in cooperative work-study are taught and supervised by the special needs Home Economics teacher. These students are employed by the school system and private industry for 1-3 hours each day. Students are required to maintain employment successfully for at least one year in order to graduate.

Table 2

Secondary Special Education Programs

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
6520 Homebound/Hospitalized	7-9			X	X	X
6522 Homebound/Hospitalized	10-12			X	X	X
6539 Homebound/Hospitalized	7-8					X
6464 SLD-General	7-9		X	X		
6469 SLD-General	10-12		X			
6456 SLD-Mathematics	10-12	X		X		
6466 SLD-Language Arts	9-12	X		X		
6468 SLD-Social Studies	9-12	X				
6467 SLD-Science	10-12			X		
6562 SLD-General	7-9	X				
6460 SLD-Mathematics	7-9	X				
6461 SLD-Language Arts	7-9	X				
6578 Specific Learning Disabilities	7-9	X		X	X	X
6579 Specific Learning Disabilities	10-12			X	X	X
6470 VE Mathematics	7-9					X
6471 VE Language Arts	7-9					X
6472 VE Science	7-9					X
6477 VE Science	10-12					X
6476 VE Language Arts	10-12			X		X
6589 Varying Exceptionalities	10-12			X		
6592 Varying Exceptionalities	7-9			X		

Table 2 (Continued)

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
6412 Language Disorders	7-9	X		X		
6582 Speech Impaired	7-9	X		X	X	X
6585 Speech Impaired	10-12			X		
6569 VE-General	7-8			X		X
6538 Emotionally Handicapped	7-8	X		X		
6414 Emotionally Handicapped	7-9	X			X	
6415 Emotionally Handicapped	10-12				X	
6595 Occupational Therapy	10-12			X		
6401 EMR-Language Arts	7-9	X			X	X
6402 EMR-Language Arts	10-12	X		X	X	X
6403 EMR-Mathematics	7-9				X	X
6404 EMR-Mathematics	10-12	X		X	X	
6405 EMR-Social Sciences	7-9				X	X
6406 EMR-Social Sciences	10-12	X			X	X
6407 EMR-Science	7-9				X	X
6408 EMR-Science	10-12			X	X	X
6544 EMR-General	7-8	X		X		X
6580 EMR-General	9			X	X	X
6583 EMR-General	10-12		X	X		X
6444 TMR-General	7-9	X		X		
6598 TMR-General	10-12	X		X		
6428 ED Language Arts	10-12	X				

Table 2 (Continued)

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
6435 ED Mathematics	10-12	X				
6437 ED Social Studies	10-12	X				
6557 Vision	7			X		
6587 Vision	10-12			X	X	
6591 Vision	7-9			X	X	

Table 3

Secondary Vocational Programs

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
8580 Vocational Education for the Handicapped	7-12		X	X		X
3605 Citrus Production	10-12			X		
3606 Crop Production	10-12	X	X			X
3610 Livestock Production	10-12	X		X	X	X
3665 Nursery Operations	10-12	X		X	X	
3640 Agriculture Machinery & Tractor Mechanics	10-12				X	
3645 Agriculture Machinery & Equipment Operation & Maintenance	10-12	X			X	
3694 Orientation to Agribusiness Occupation	7-9	X	X	X		X
3695 Exploration of Agribusiness Occupation	7-9	X	X	X	X	X
3684 Woodland Operations	10-12		X			
3701 Cooperative Agribusiness Education	10-12			X		
3720 Principles of Agribusiness Occupations	10-12	X		X		X
3700 Cooperative Agribusiness Education	11-12		X	X	X	X
3673 Natural Resources & Wildlife Conservation	10-12	X				
3710 Fundamentals of Agriculture Occupations	9-12	X		X	X	X
2709 Home Economics Cooperative Educ.	11-12		X			

Table 3 (Continued)

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
2722 Personal Development for Careers	7-12	X				
2701 Orientation to Home Economic Occupation	7-9	X	X	X	X	X
2711 Fundamentals of Human Care Services	10-12				X	
2742 Exploration of Clothing Management, Production & Service	7-9	X		X	X	
2762 Exploration of Food Management, Production & Service	7-9	X		X	X	
2605 Homemaking for Special Needs	10-12				X	X
2611 Human Development	10-12					X
2671 Family Economics	10-12			X		
2681 Fundamentals of Home Furniture, Production & Upholstery	9-12			X	X	
2601 Home Economics	9			X		
2731 Fundamentals of Clothing Management, Production & Service	9-12			X	X	
2631 Clothing and Textiles	10-12	X		X	X	X
2675 Consumer Education, Home Economics	10-12	X				
2702 Exploration of Home Economic Occupations	7-9	X	X		X	
2751 Fundamentals of Food Management, Production & Service	9-12	X			X	
2604 Fundamentals of Homemaking	9-12	X	X			X
2612 Child Development	10-12	X		X	X	
2618 Family Living	10-12	X	X			X

Table 3 (Continued)

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
2632 Specialized Clothing	10-12	X	X			
2651 Food & Nutrition	10-12	X	X	X	X	X
5809 Architectural Drawing	10-12	X				
5846 Exp. of Construction Occupations	7-9	X		X	X	
5890 Orientation to American Ind. Occupation	7-9	X	X	X	X	
5856 Fundamentals of Power Mech. Ind.	10-12	X			X	
5869 Exp. of Manufacturing Occupations	7-9			X	X	
5877 Fundamentals of Construction Ind.	9-12		X	X	X	X
5850 Exp. of Power & Transportation Occupation	7-9					X
5899 Fundamentals of Metal Industries	9-12					X
9163 Carpentry	10-12				X	
9253 Drafting	10-12		X			
9023 Appliance Repair	10-12		X			
9043 Auto Mechanics	10-12		X		X	
9943 Welding	10-12		X			
9383 Gas Engines	10-12		X			
4699 Marketing & Merchandising	10-12	X				
4701 Marketing Sp./Management Development	10-12	X				
5817 Fundamentals of Drafting Ind.	9-12	X		X		
5898 Fundamentals of Industrial Materials Proc. Ind.	9-12	X		X		

Table 3 (Continued)

Course Code And Title	Grade Level	County 1	County 2	County 3	County 4	County 5
7610 Orientation to Business and Office Occupations	7-9	X		X	X	
7620 Exploration of Business and Office Occupations	7-9	X	X		X	X
7680 Secretarial Occupations	10-12	X		X	X	
7650 Business Administration Occupations	10-12	X				
7640 Accounting Occupations	10-12	X		X	X	
7660 Clerical Occupations	10-12	X	X	X	X	
7630 Fundamentals of Business and Office Occupations	9-12	X	X	X	X	
7690 Business Cooperative Education	10-12		X			
8610 DCT 1	11-12	X		X	X	
8620 DCT 2	12	X		X		
8630 Job Entry	12	X		X		X
8640 Work Experience	7-10		X	X		
5839 Exp. of Graphic Com. Occupation	7-9	X				

Objective 3

The third objective of Phase II can be described in two sub-objectives: (a) describe the economic situation in rural counties; and (b) describe the employment adjustment of secondary handicapped students in rural project counties. The overall economic situation of an area is important to consider when describing the occupational adjustment of any portion of that area's residents.

Procedures

In order to accomplish the first part of objective 3, current socio-economic statistics were reviewed for each of the five project counties. The researcher visited the Chamber of Commerce in each county seat and other towns within the county. The researcher requested any social and economic information that the Chamber might have collected. In addition to this data the researcher referred to The Florida Statistical Abstract 1980 (Thompson, 1980) for current information regarding specific demographic descriptions of each of the five project counties. This data was reviewed and compiled in order to form a profile of each project county. The following profiles are provided for the reader both in narrative form and in table form for comparison of counties . The information should provide the reader with basic facts and figures about project counties. However, the author recognizes that regional attitudes, traditions and values cannot be placed in demographic data form. Consequently the project county profiles reveal only part of the counties' personalities, influences residents, and general social and economic outlooks for the future.

Socio Economic Profile. The socio-economic situation in each of the 5 counties was reviewed. The following characteristics were noted:

Population of the:
- County
- County seat
- Inincorporated areas
- Labor force

Employment
- Industry
- Farming
- Manufacturing
- Rate of unemployment

Quality of life
- Hospitals
- Newspapers
- Average income
- Attractions to Visitors

Geographic Location

Results

The following information reflects selected socio-economic descriptive statistics for the 5 project counties.

County One Socio-Economic Profile. County One is located on the Central Gulf coast of Florida. The county seat is 55 miles from the nearest metropolitan city. The county seat is an inland community bordering a state forest. Several state highways intersect at the

county seat. One other incorporated town is located near a river that opens into the Gulf.

The estimated 1979 population of the county was 42,397 and of that number 3,398 were located in the county seat and 3,123 were located in a gulf town. The remaining 35,876 were found in unincorporated areas of the county. There is a work force of approximately 15,180 people.

In 1978 the unemployment rate was 6.1 percent. In 1970, 19.2 percent of the total families residing in the county were below poverty level (e.g., below $5,000 annual income). The median 1978 income for this county was $4,969. During that year 8.1 percent of the population received food stamps in the county.

According to the Florida Department of Labor there are an average of 852 reporting employment units per year in County One. These units employ approximately 8,542 people and provide a quarterly payroll of $17,120,000.

Types of employment may vary from agriculture to manfacturing. The county produces approximately 327,000 boxes of citrus per year on 1,280 acres of land. There are 4 agricultural crop units reported from this county employing from 20 to 99 people in 1979. The County provided 3,396,650 pounds of fish and shellfish during 1978. Total forest products provide an annual income of $7,499,530. There is also a considerable amount of building activity particularly in the unincorporated areas. In 1978 and 1979 there were 1,269 building permits for single family structures and 30 for mutli-family structures in the county (this equaled an assessed value of $30,452,000). The gulf town has numerous real estate companies beginning along its main street and continuing to the gulf.

The county has one hotel, 26 motels and 140 food service establishments. The county has 3 weekly newpapers with a total circulation

of 11,000.

Three hospitals serve County One.

County Two Socio-Economic Profile. County Two is located on the northern Gulf Coast of Florida and is bounded by two rivers. The county seat is located 51 miles from the nearest metropolitan area and several state highways merge and pass through the town.

The estimated population of the county is 7,656 with 2,312 people residing in the county seat and the remainder in unincorporated areas. This makes County Two the least populous of the rural project counties studied.

In 1978, the civilian labor force was composed of 2,601 people. The unemployment rate for the same year was 5.8 percent. Approximately 25.9 percent of the families in the county were below poverty level in 1978 (e.g., below $5,000 annual income). Approximately 15.2 percent of the population received food stamps. In 1980, the median personal income for the county was $3,947, the least amount for median personal income of the five project counties studied.

The county does not have a hospital.

Because of its rivers, forest, and gulf border, the county attracts visitors for outdoor sports such as fishing and hunting. There are 10 motels and 17 food service establishments throughout the county. Manufacturing and governmental services accounted for approximately 70 percent of total earnings in 1970 according to the Chamber of Commerce. In mid-March 1979 there was an average number of 30 manufacturing agencies reported in the county. Included in this number were 28 lumber and wood manufacturing units which employed 318 people. The total number of reporting units for all industries in the county, March 1979, was 187,

employing 1,654 people. The Chamber of Commerce reports that an unknown number of individuals are involved in commercial fishing. Many of these people sell their catch to contractors and do not report self-employment and contractors do not necessarily pay unemployment compensation. It is therefore impossible to approximate how many people are gainfully employed in commercial fishing.

In 1980, the county produced 3,241,218 pounds of fish and shellfish. In that same year there were 109 farm proprietors in the county, employing less than 10 people. There is no citrus acreage in the county.

The 1980 building permit in the county included 71 single family structure permits. There were no multi-family structure permits.

County Three Socio Economic Profile. County Three is located in the lower interior of Florida. The county seat, near a large lake, is 86 miles from the nearest metropolitan city. There are two other towns within the county, each about 15 miles from the county seat and connected by a state highway.

The county seat attracts winter visitors, as does the remainder of the county. There are 63 motels/hotels and 110 food establishments in the county. Each of the 3 towns in the county has a shopping center. The county has over 37,000 acres of citrus and also is one of Florida's largest growers of caladium bulbs. There are 3 weekly newpapers published in the county, one in each of the 3 towns with a total subscription of 15,469. The county has 2 hospitals and several nursing/health care facilities.

The 1980 population of this county was 54,800 making it the most populous of the five rural project counties in the study. Approximately 75 percent of the population is white non-hispanic and 25 percent is black, non-hispanic. The county experienced a large population increase

from 1970-1979 with a growth rate of 63.5 percent. The majority of growth occured in the unincorporated areas of the county.

County Three has a total labor force of approximately 14,932 persons. In 1978 the unemployment rate was 8.0 percent. Approximately 19.0 percent of the total number of families were below poverty level (e.g., under $5,000 annual income). The 1978 median personal income for the county was reported at $6,629, the highest reported median personal income of the five project counties.

In 1980 approximately 10,600 people, the majority of the labor force, were employed in industry in the county. Of this number, 800 were employed manufacturing, 1,000 in construction, 2,700 in retail and wholesale trade, and 2,000 in services, mining and miscellaneous work.

In 1980 1,392 people were reported to be employed by the citrus industry. This number represents 10.8 percent of the total wage and salary employees of the county.

In 1980 as a result of the growth rate, there was a total of 1425 residential units built in the county, including single and multi-family dwellings. There were also 48 commercial buildings and 10 public buildings added to the county in 1980.

County Four Socio-Economic Profile. The fourth project county is located in the lower interior of Florida. The county seat is sixty miles from the nearest metropolitan area. There is a large lake located in the county which attracts visitors for boating and fishing. There are numerous cattle farms and dairy farms in the area and a few vegetable farms. The county has the largest volume cattle stock market in Florida and conducts auctions twice a week.

The county seat is the only incorporated twon in the county and has a population of 4,500. The remaining 15,500 people live in unincorporated areas.

The 1978 county labor force was composed of approximately 6,475 people with 5,976 of those persons employed. This gave the county a 7.7 percent unemployment rate. The county has experienced a gradual population growth during the last 3 decades. For example, from 1973-1978 there was a 38 percent growth in the civilian labor market.

The dairy industries are the major employers in the county, providing over 1,200 people with jobs. Other types of farms employ over 500 workers. This means that farm employees of the county. Over 4,700 people are employed in non-agricultural industry. Of that group of workers, over 1,100 were employed by the school system, area hospital and Department of Health and Rehabilitative Services.

There are 10 motels, 15 trailer parks and 48 food service establishments in the county. The county seat has a downtown shopping area plus a shopping center.

The economy of the county is somewhat depressed. In 1970 approximately 19.6 percent of the total population were (e.g., under $5,000 annual income). Currently almost 10 percent of the total population receive food stamps. The median personal income of the county for 1980 was $4,939.

County Five Socio-Economic Profile. County Five is located in the northern part of the state at the beginning of the panhandle area. The county seat is located midway between two metropolitan cities, and is the largest town in the county. The estimated population of the county is 20,879 with 7,463 of that population residing in the County Five seat.

The county does not have a hospital. There are 6 motels and 37 food establishments within the county. The county seat is largely a farming area and contains many acres of tobacco fields. The county has a privately operated home for boys and an orphanage. There are three weekly newspapers published in the county with a combined circulation of 11,350.

The county has a total labor force of approximately 7,895 persons, 75 percent of which are wage and salary employees. Of the wage and salary workers, 6 percent are employed in farm operations. The largest employment in the non-farm category are manufacturing (13 percent), trade (20 percent), services (17 percent), and government (20 percent).

Within the manufacturing sector, approximately 1,035 persons are employed. Three industries accounted for 85 percent of this employment including food processing, apparel, wood products and logging. The remaining 15 percent are employed in mining, concrete and other manufacturing.

The 1978 unemployment rate was 5.5 percent. Approximately 28.1 percent of the total number of families in this county were below poverty level (under $5,000 annual income). The 1978 median income for the county was reported at $5,454.

In 1979 there were 31 building permits for single family structures and 34 building permits for multi-family structures. The assessed value of this new construction was $4,596,000.

Table 5 reflects socio-economic data about the 5 project counties. Also included are parallel socio-economic data from 5 metropolitan counties. This enables the reader to contrast the figures for nonmetropolitan and metropolitan areas.

Table 5

Socio-Economic Statistical Information: SMSA and NONSMSA (Project) Counties

County	Total Population	County Seat Population	Personal Income (per capita)	Total Labor Force	Unemployment
County 1	42,397	3,398	$4969	15,180	6.1%
County 2	7,656	2,286	$3947	2,601	5.8%
County 3	48,268	9,247	$6629	14,932	8.0%
County 4	19,881	4,134	$4939	6,475	7.7%
County 5	20,879	7,463	$5454	7,733	5.5%
Broward	966,083	155,650	$9225	222,502	6.4%
Dade	1,519,247	344,755	$8567	714,459	5.9%
Duval	566,420	536,573	$7484	239,508	5.6%
Hillsborough	634,469	275,686	$6955	285,091	4.9%
Orange	441,337	124,658	$8043	215,634	5.7%
Florida	9,245,231	_____	$7578	3,835,000	6.0%

Source: Thompson, R.B. (Ed.) Florida Statistical Abstract, 1980. Gainesville, Fl: University of Florida Presses, 1980.

Objective 3(b)

The focus of part (b) of Objective 3 was to describe the employment adjustment of secondary handicapped students in rural project counties. This objective was divided further, when the staff determined that academic background information on former students would enhance understanding of the employment adjustments these students made.

Procedures

This part of the study was conducted in five rural counties of Florida. Each county had been selected on the basis of demographic information contained in the Florida Statistical Abstract (Thompson, 1980). Information about each county is provided in the description of objective 2 (Chapter 3). The subjects were former public school handicapped students from the five selected counties. The subjects participating in all parts of the study met the following criteria:

(a) had been classified as EMR, SLD or ED at some time during grades 7-12.

(b) completed at least one year of vocational or prevocational training during grades 9-12.

(c) were not temporarily placed in the school (e.g., entering and withdrawing the same year).

(d) completed at least the entire ninth grade.

(e) completed at least one year at the school from which they graduated or withdrew.

(f) were residing in the county at the time of the study.

(g) had a current address and or phone number.

In order to gain admission to the school districts of the rural counties the researcher sent an introductory letter to the school superintendent in each project county. The letter explained the purpose of the proposed study, the benefits, including improvement of educational program planning and the planned methodology of the study. The letter was concluded with a request for permission to conduct the research in that particular county (see Appendix C). The letter from the researcher was accompanied by a letter from a Florida Department of Education official, confirming the legality of the study, and a copy of federal privacy regulations. The researcher also contacted each district school superintendent by phone to confirm the letter's arrival. After each school superintendent had given permission for the researcher to enter the county, the researcher began contacting other school district personnel in the same manner. A letter, similar to the one sent to the school superintendent, was sent to both the special education director and the vocational education director, with a request for a time to meet with each one in person. The researcher met with the individuals in each of the 5 counties and shared a more detailed explanation of the study and samples of the forms and questionnaires to be used. The special education directors were requested to:

(a) provide information about number of teachers and class size.

(b) provide a list of all former special education students who had withdrawn or graduated within the last three years (e.g., 1977-78; 1978-79; 1979-80).

(c) introduce the researcher to the high school principal(s) and guidance counselor(s).

The vocational education directors were requested to:

(a) provide information about number of teachers and class size.

(b) provide introduction to the vocational-technical centers guidance counselor.

If the group of former students provided by the special education director in each county exceeded 30, then 30 students were randomly selected for participation in the follow-up study. The number of students per county ranged from 10 to 90.

The guidance counselor in each high school was contacted by the researcher and the project was discussed. Permission was obtained from the counselor to examine the former students' cumulative folders. From this folder the researcher obtained the following information, if it was available, including:

a. date of school termination
b. reason for school termination
c. special education course numbers, grades 9-12
d. vocational education course code numbers, grades 9-12
e. math achievement score, test name and date administered (administered within 2 years of termination)
f. reading achievement score, test name, and data administered (administered within 2 years of termination)
g. last known address and phone number
h. name of parent or guardian
i. number of days absent during last year of school.

The information was recorded on an interview form (see Appendix C). All names were coded to ensure anonymity. A letter was placed in each cumulative folder stating that the information extracted was for researcher's name, address, phone number and date (see Appendix C). The cumulative folders were used in the guidance office and returned to a student assistant or school vault.

The researcher attempted to locate each of the former students. A map of the area was purchased from each local Chamber of Commerce in project counties. In some cases the former students' teachers were also able to assist in locating students. If the student or the student's parent had a current phone number, the subject was contacted in that manner. Several former students in each county had moved from the county, or could not be located within the county. The interviewer followed a structured form (see Appendix C) when obtaining information about the subject. Whenever the subject was unavailable for the interview, an adult family member, living at the the subject's address, was interviewed. The researcher explained the reason for the questions (a follow-up study of former students of the local high school) and then explained that their participation was voluntary. The subject was identified by a code number to ensure anonymity. The researcher explained that the information would only be used for research purposes and that their name and/or any identifying information would never be published. If the subject was under 18 years of age, the researcher obtained parental consent for the interview (see Appendix C).

The follow-up interview of the former student included the following questions:

(a) Current employment status (i.e., full-time, part-time, homemaker, unemployed).

(b) Position (i.e., construction worker, short order cook).

(c) Length of time on the job (months).

(d) Salary per week.

(e) Previous employment status (i.e., full-time, part-time, homemaker, unemployed).

(f) Previous position (i.e., cook, bricklayer).

(g) Previous length of time on the job (months).

(h) Previous salary per week.

It was also noted if the student was not employed, but was a student in Job Corps, Vocational-Technical School, Community College or other post secondary institution. Although students and homemakers are not part of the employment description it is difficult to justify their being considered as unemployed. It was also noted if students were serving time in prison.

Data Analysis

The nature of this study was essentially descriptive and included academic background information and follow-up data concerning former handicapped students in 5 rural counties. As such, descriptive statistics were useful in presenting the data collected.

In order to determine how to quantify the past and current employment status of the former students, previous follow-up studies of post-secondary handicapped students were reviewed. One study by Halpern (1973) was useful in determining a formula for measuring the employment.

Halpern (1973) randomly sampled the former special education students (EMR) of 14 school districts in Oregon. The former students were composed of two groups of 47 and 57 people respectively. The students had been out of school one year. All interviews were conducted in person

with information being collected on demographic, social and vocational variables. The follow-up measured actual employment of students who had received a cooperative work study curricula. Thus employment was also compared with the general community employment. An employment index was constructed in order to measure the work history over the 12 month period. The index (Halpern, 1973) was defined as:

$$\text{Employment Index} = \frac{A + B/2}{C}, \text{ where:}$$

A = Total months of full-time employment over a 12-month period

B = Total months of part-time employment over a 12-month period

C = Total months in the labor market over a 12-month period

In this study, the index was modified in the following manner:

$$\text{Employment/Training Index} = \frac{F + P/2}{O - S}, \text{ where:}$$

F = Months of full-time employment

P = Months of part-time employment

O = Months out of school

S = Months enrolled in postsecondary education

Students who had moved from the county and did not have a relative who could be interviewed were not included in the description. The results of this employment index were compared with the educational background for each student.

Objective Results

The results of the academic background questionnaire and the follow-up questionnaire are presented in the following section of this chapter. The summary of information from each project county is presented separately in narrative form and in table form.

Abbreviations have been used in several of the spaces of Tables 6 through 10. The meanings of some of the abbreviations are as follows:

(a) In the sex, race and age block: M= male, F= female, B= black, W= white, age is presented in years and months.

(b) Highest Gr.= highest grade completed and the year the grade was completed; Grad= graduated from high school.

(c) Sp. Ed. Area= the special education classification of the former student. EMR= Educable Mental Retardation; ED= Emotional Disturbance; SLD= Specific Learning Disability.

(d) Read/Math/Test= The student last recorded achievement level in reading comprehension and arithmetic application.
C= California Test of Basic Skills (CTBS)
K= Keymath
R= Wide Range Achievement Test (WRAT)
W= Woodcock Reading Test

(e) Emp/Tr Index= The Employment/Training Index results in percentage form. N/A= the Employment/Training Index was not applicable for that student.

(f) PT=part-time employment
FT= full-time employment

County One Results

Thirty-six former students qualified as subjects for the follow-up study in County One. Six of these individuals had moved from the county or could not be located. The remaining thirty subjects (19 males, 11 females; 9 blacks, 21 whites) were comprised of 15 former EMR students, 11 former SLD students and 3 former ED students. Nineteen former students graduated from high school; three completed through 11th grade; seven completed through 10th grade; and one completed 9th grade.

Eighteen subjects recorded reading scores according to the WRAT (Wide Range Achievement Test) ranged from a 1.7 to a 10.4 grade level. Recorded math scores according to the WRAT ranged from a 1.5 to a 6.1 grade level. Nine subjects' recorded reading level, according to the CTBS (California Test of Basic Skills), ranged from a 3.3 to a 10.4 grade level. Recorded math levels for those nine subjects, according to the CTBS, ranged from a 2.0 to a 9.8 grade level.

Fourteen of the thirty former students received at least one year, or one credit, of prevocational education. The prevocatioanl courses included agriculture, home economics and industrial arts. Twenty-four former students received at least one year of vocational education. Vocational courses offered to these former students included agriculture, home economics, mechanics, job experience, health occupations and business occupations.

According to the employment/training index, fourteen former students were employed more than 75 percent of the total months since school termination. The salaries for the fourteen ranged from $134.00 per month to $200.00 per month.

One student had a 4-year football scholarship to a 4-year out-of-state university and two others were enrolled in vocational programs at a community college out of the county. Three students received postsecondary training at the vocational-technical school. One was pursuing certification in residential wiring, and two of the vo-tech students subsequently joined the armed forces.

Three former students were employed from 50 to 74 percent of the total months since school termination. The salary for the three ranged from $74.00 per week for 24 hours of work to $152.00 per week for 40 hours of work.

Three former students were employed from 25 to 49 percent of the total months since their school termination. One individual had withdrawn from the vo-tech, had been unemployed for a period, and then worked as a companion to an invalid man. His salary was $50.00 per week plus room and board. The two remaining members of this group had been students for several months at the vo-tech, one studying health care, the other, business education. Both students could not continue this training because of academic deficiencies. At the time of the study, both were unemployed.

Three former students were employed less than 25 percent of the total months since school termination. Two had been dishwashers and at the time of the study were unemployed. One former student had worked as a construction laborer, but at the time of the study was also unemployed.

Four students had found no employment in the total months since graduation. One student had been in jail since school termination. Two former students were homemakers. One former student had been employed as a restaurant maid, but had a physical disability, and at the time of the study was receiving Social Security Supplement. One former student had incomplete follow-up data.

A comparison of the prevocational/vocational training earned and the type of occupation attained by the student indicates that several of the former students did pursue jobs in the area in which they were trained. The academic scores of those students employed at a 100 percent level ranged from a reading grade level of 1.7 to 6.8.

Table 6 is a summary of the academic and vocational information collected for each of the subjects in County One.

Table 6

Summary of Academic and Vocational Information for County One

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp./In or Out of County	Postsec. Ed./Train ing	Ed./Train ing Index ( )
01	F/B 19.10	Grad./78 EMR	Home Eco.	Agriculture	3.3/ 3.9/ C	Dishwasher 2 months	Unemploy.	.....	.....	In	.....	3
02	F/W 21.05	Grad./78 EMR	Home Eco.	Typing	2.8/ 5.3/ R	NA	Homemaker	.....	.....	.....	.....	NA
03	M/B 22.11	Grad./77 SLD	.....	Job Entry	4.0/ 4.9/ R	NA	Student/ Ath. Sch.	.....	.....	Out	4 year University	100
04	F/B 20.00	Grad./79 EMR	Home Eco.	Home Eco.	4.6/ 6.1/ R	Cook/ Restaurant	Leave of Absence	12	40/ $128	In	.....	55
05	M/B 19.04	Grad./79 EMR	.....	Job Entry/ Agricul.	1.7/ 3.9/ R	NA	Farm Bus. Lawn Care	22	40/ Unknown	In	.....	100
06	M/W 20.04	10 gr./78 SLD	.....	Welding	3.8/ 5.0/ C	NA	Jail	.....	.....	.....	.....	0
07	M/W 22.01	Grad./78 SLD	Ind. Arts	Welding	5.4/ 5.3/ R	Pipe fitter 10mo	Labor- Water Works	12	40/ $152	Both	.....	65
08	F/W 20.03	Grad./79 EMR	Home Eco.	Agriculture	Not Available	Dishwasher 02months	Homemaker	18	.....	In	.....	NA
09	F/B 19.04	Grad./79 EMR	Home Eco.	Home Eco.	Not Available	Dishwasher 03 months	Unemploy.	.....	.....	In	.....	14
10	M/W 17.07	10 gr./80 SLD	Ind. Arts	.....	6.8/ 9.4/ C	PT Bricklayer 12 months	Brick- layer	07	40/ $200	In	.....	100

Table 6 (Continued)

Summary of Academic and Vocational Information for County One

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Postsec. Ed./Train-ing	Emp./Tr. Index (%)
11	M/W 18.06	9 gr./80 SLD	Mechanic	.....	5.7/ 4.6/C	NA	Shrimper	12	40/ $150	In		100
12	M/W 19.03	10 gr./79 ED	.....	Mechanic	7.9/ 4.4/R	Unemploy.	Aide to in-valid	6	40/ $50+ Board	In	Vo-tech Withdrew	35
13	M/B 22.04	Grad./78 EMR	.....	Agriculture	3.9/ 3.3/R	NA	Labor Road Department	22	40/ $200	In		100
14	F/W 20.10	Grad./80 ED	Home Eco.	.....	Not Available	NA	Student/ Child Care	10	.....	In	Com. College	100
15	M/W 19.09	Grad./80 SLD	.....	Agriculture	2.8/ 5.3/R	Driller (7 mo.)	Surveyor's Helper	2	40/ $150	Out		100
16	F/W 20.06	11 gr./79 ED	Home Eco.	.....	5.0/ 4.4/R	Unemploy.	Unemploy.	.....	.....	.....	.....	0
17	F/W 19.00	Grad./80 EMR	Home Eco.	Agricul./ Job exp.	4.3/ 2.0/C	Metal Ind. Laborer	Unknown	.....	.....	In	.....	.....
18	M/W 21.04	10 gr./79 SLD	Ind. Arts	.....	6.6/ 3.0/R	Carpenter 12 months	Electricians Helper/ Student	3 mo.	40/ $150	In	Vo-tech/ electrical courses	100
19	M/B 19.06	Grad./80 SLD	.....	Agricul./ Job entry	4.0/ 6.1/R	Metal Ind. 2 months	Student	.....	.....	Both	Com. College	100
20	F/W 20.06	10 gr./80 EMR	.....	Home Eco.	6.0/ 6.3/C	Maid 3 months	Unemploy. Rec. SSI (med.)	.....	.....	In	.....	NA

Table 6 (Continued)

Summary of Academic and Vocational Information for County One

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Postsec. Ed./Train- ing	Emp./Tr. Index (%)
21	M/W 18.00	11 gr./80 SLD		Bus. Ed./ DCT	5.5/ 6.0/C	Grounds Keeper	Laborer concrete 12 months	01	40/ $134	In		100
22	F/W 18.06	Grad./80 EMR	Home Eco.		4.6/ 1.5/R	Student/ Health Ser 3 months	Unemploy.			In		30
23	F/W 19.10	Grad./80 EMR	Home Eco.		4.6/ 2.9/R	Student/ Bus. Ed./ 3 months	Unemploy.			In		30
24	M/W 19.10	Grad./79 EMR	Agriculture		5.6/ 4.4/R	Student/ Autobody	Army				Vo-tech	100
25	M/W 20.05	10 gr./80 SLD		Woodwork- ing	10.4/ 9.8/C	Unemploy.	Unemploy.					0
26	M/B 16.10	Grad./79 EMR		Masonry	3.5/ 3.4/R	NA	Army	22			Vo-tech	100
27	M/W 2.04	11 gr./80 EMR		Agricul.	7.3/ 5.3/C	Const. Labor 2 mo.	Unemploy.					7
28	M/B 19.00	10 gr./79 EMR		Horticul- ture	5.0/ 3.9/R	Jail	Unemploy.					0
29	M/W 19.06	Grad./80 SLD	Agriculture	Welding	4.6/ 6.1/R	Metal Ind. 02 months	Navy	08				100
30	M/W 19.06	Grad./80 SLD	Agriculture	Welding	4.2/ 4.9/R	Grounds Keeper PT/5 mo.	Gas Stat. Attendent	5	24/ $70.00			50

County Two Results

A total of ten mildly handicapped students terminated secondary education in the last three years in County Two. Nine former students (6 males, 3 females; 4 blacks, 5 whites) were studied; one former student (female, black) could not be located. Six of the nine subjects were former SLD students and three were former EMR students. Seven completed the 12th grade and two students completed through the 11th grade.

Four former studnets earned one credit in prevocational education; two of the students received home economics and two received industrial arts training. Eight students received at least one year of vocational courses. Vocational courses offered to students included agriculture, home economics, mechanics and welding.

Recorded reading comprehension scores ranged from a 3.0 to a 13.0 grade level according to the CTBS (California Test of Basic Skills). Recorded arithmetic application scores ranged from a 5.0 to a 8.9 reading level (CTBS) for the former students.

Four former students had been employed for the total number of months since their school termination. Two of those former students were enlisted in the armed forces. One student was employed as a vaneer company laborer and received $124.00 per week (less than minimum wage). The fourth student was employed as a lumber company laborer and received a minimum wage salary of $134.00 per week.

One former student was employed 40 percent of the total months since school termination. Although the subject was unemployed at the time of the follow-up, he had previous employment as a paper mill laborer.

Two former students had not obtained employment since school termination. Both of those subjects had received at least 3 credits in vocational education

and had graduated from high school.

One former student was a full-time homemaker. Another former student had been unemployed since school termination due to medical problems.

A comparison of the individual reading and math achievement scores and the employment/training index indicates that there is not necessarily a positive relationship between academic achievement and successful employment adjustment. For instance, the student with a 40 percent employment/training index figure had the highest reading score, 13.0 grade level, on the achievement test. On the other hand, those students employed at the 100 percent level had a reading score range from a 3.0 to a 10.2 grade level.

A comparison of the type of vocational courses received by students and the type of employment obtained indicates that students may not find employment in the vocation in which they were trained. Several subjects had received training in small engine mechanics, appliance repair, and auto mechanics, but had not acquired jobs in corresponding occupational areas.

Of the four subjects attaining 100 percent employment adjustment, 2 were former EMR students and 2 were fomer SLD students. Of the three students who had never worked, one was a former EMR student and 2 were former SLD students.

Table 7 is a summary of the academic and vocational information collected for each of the subjects in County Two.

Table 7

Summary of Academic and Vocational Information for County Two

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Employed In/ Out of County	Postsec. Ed./Train ing	Emp./Tr. Index ( )
01	M/W 20.03	Grad./ SLD		Welding	13.0/ 7.5/C	Labor/ Paper Mill (04 mo.)	Unemploy.			In		40
02	M/W 20.04	Grad./ SLD	Ind. Arts	Ag./Mech.	10.2/ 5.0/C		Navy	33	Unknown	Out		100
03	F/W 18.06	11 gr./ SLD	Ind. Arts		3.4/ 8.9/C	None	Homemaker					NA
04	F/W 23.06	Grad./ SLD	Home Ec.	Agriculture	4.1/ 5.0/C		Unemploy./ Med. Pro-blems					NA
05	M/B 19.11	Grad./ EMR		Mech.	5.0/ 8.0/C		Laborer Lumber Co.	10	40/ $134	In		100
06	M/B 19.00	Grad./ EMR		Mech.	5.4/ 7.5/C	Unemploy.	Unemploy.					0
07	M/W 20.01	11 gr./ SLD		Mech.	3.0/ 5.9/C	Service St. Attn. (4 months)	Navy	06	Unknown	Out		100
08	M/B 20.05	Grad./ EMR		Mech.	5.4/ 8.9/C	Labor 10 months	Laborer Veneer Co.	12	40/ $124	In		0
09	F/B 22.11	Grad./ SLD	Home Ec.	Mech. Weld.	4.5/ 6.8/C		Unemploy.					0

County Three Results

Over 90 mildly handicapped students terminated secondary education in the last 3 years in County Three. All of the former students had received at least one year of special education and vocational education. From this total group of former students, 30 individuals were randomly selected as subjects for the follow-up study. Of those 30 subjects five were not located. The twenty-five subjects studied (19 male , 6 female ; 18 black , 7 white) ranged in age from 18.03 years to 22.02 years. The group of 25 was composed of 17 former EMR students and 8 SLD students. Twenty-two former students completed the 12th grade; two completed through the 11th grade; and one completed through the 10th grade.

Twenty-one former students received at least one year of prevocational instruction. The prevocational classes included exploration of agriculture, home economics, industrial arts and health occupations.

Twenty-two former students received a minimum of one year of vocational education. The vocational classes included agriculture, building construction, home economics, engine repair, health occupations and job experience.

Twelve former students were employed for over 75 percent of the total months since their school termination. This group of twelve represents 52 percent of the students included in the employement/training index procedure. The salary for the twelve ranged from $134.00 per week (minimum wage) to $250.00 per week.

Eight former students were employed from 50 to 74 percent of the total months since their school termination. The salary range for the eight, ranged from $130.00 per week to $180.00 per week. Several subjects

earned the latter salary by seasonal citrus labor.

Nineteen subjects found employment within the county and four found employment outside the county. Two subjects were full-time homemakers in the county.

Two former students had not been employed since their school termination. One subject was in jail and the other was living at home, not seeking employment.

One former student was enrolled in a 4-year college, pursuing a pre-law degree. Another former student was enrolled full-time in a nearby community college.

Several former students received over 3 credits in a specific vocational area (such as building instruction) but were employed seasonally in the citrus industry. One individual received health occupations and was employed by a health care center for nine months. The former student reported that he quit the health care center job in order to pick citrus and earn more money. The citrus industry, $5.50 per bin of citrus and an industrious worker can collect 10 bins per day.

A comparison of the indivdual reading and math achievement scores and the employment/training index suggests that there may not be a positive relationship between academic achievement and successful adult adjustment. However, it is apparent that the majority of the subjects completed a high school education.

A comparison of the type of vocational credits earned and the students' type of employment indicates students may not pursue the occupation for which they are trained. However, it is a positive indication that the

majority of students did obtain and maintain employment over the period of time since school termination.

Table 8 is a summary of the academic and vocational information collected for each of the subjects in County Three.

Table 8

Summary of Academic and Vocational Information for County Three

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Postsec. Ed./Train ing	Emp./Tr. Index (%)
01	M/W 19.06	Grad./80 SLD	Shop	Agriculture	4.4/ 4.9/P	Install- ed Insula- tation/4 months	Utilities Line Equip. Operator	6	40/ $160	In		100
02	M/B 20.10	Grad./79 EMR	Home Ec.	Bldg. Con- struction	2.3/ 2.9/R	None	Citrus Labor	12	40+/ $160+	In		55
03	M/W 21.07	Grad./78 SLD	Shop	Agriculture	12.8/ 10.3/P	None	Pre-law student			Out	4 yr. college	100
04	M/B 19.06	Grad./79 EMR	Ind. Arts	Health Occ.	2.8/ 3.3/R	Health Care Ctr.-Food Serv./9 mo.	Citrus Labor	12	50+/ $200+	In		100
05	F/B 20.04	Grad./79 EMR	Home Ec.	Work Exp.	7.7/ 3.4/R	None	Nurses' Aide	22	40/ $150	In		100
06	M/W 22.02	Grad./78 SLD	Bldg. Const.	Diesel Motors	9.5/ 12.9/P	Grocery Bagboy 3 months	Ig. Eng. Mechanic	30	40/ $160	In		100
07	M/B 20.06	Grad./79 EMR	Ind. Arts	Work Exp.	2.2/ 3.9/R	City Maint. 06 months	Food Serv. Cafe	04	40/ $134	Out		100
08	F/B 19.03	Grad./80 EMR	Health Occ.	Home Ec.	2.8/ 2.9/R	None	Nursing Home Housekpr.	06	$38/ $130	In		60
09	M/B 21.0	Grad./78 EMR	Home Ec.	Work Exp.	1.3/ 2.3/R	None	Citrus Labor	18	40/ $180	In		53
10	M/B 21.05	Grad./78 EMR		Work Exp.	2.0/ 4.9/R	None	Citrus Labor	18	40/ $180	In		53

Table 8 (Continued)

Summary of Academic and Vocational Information for County Three

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Postsec. Ed./Train-ing	Emp./Tr. Index (%)
11	F/B 19.05	Grad./80 EMR	Health Occup.	Home Ec.	3.2/ 3.4/R	None	Unemploy.	----	----	In		0%
12	M/W 21.04	Grad./78 SLD	----	Job Entry	6.6/ 12.9/P	NA	Family Con-struction Business	36	40+/ $250+	In	Jr. College (1 sem.)	100%
13	M/B 19.07	Grad./80 EMR	Home Ec.	Bldg. Construction	4.2/ 3.4/R	None	Jail	----	----			0%
14	M/W 22.01	Grad./77 EMR	Home Ec.	Job Entry	Not Available	Oil Fields 12 mo./Sod Co. 12 mo.	Apt. Maint.	12	40/ Unknown	Out		86%
15	M/B 21.08	Grad./79 SLD	----	Carpentry	6.2/ 4.9/P	CETA-School Maint. 06	School Cust.	12	40/ $134	In		82%
16	F/W 20.03	Grad./80 SLD	Home Ec.	Job Entry	2.8/ 4.6/P	Buffet waitress/ 02	Restaurant waitress	06	40/ $134	In		80%
17	M/W 20.06	Grad./79 EMR	Bldg. Const.	Health Occupa.	6.5/ 3.9/R	Family Lawn Care Bus. 10	Food Ser-vice	12	40/ 138	In		100%
18	F/B 20.04	Grad./80 EMR	Health Occ.	Work Exp.	2.4/ 2.3/R	None	Homemaker	----	----			NA
19	M/B 18.08	Grad./80 SLD	Wood-Working	Job Exp.	4.7/ 8.4/P	None	Student	6		Out	Com. Coll.	60%
20	M/B 18.03	10 gr./80 EMR	Ind. Arts		2.5/ 2.1/P	None	Citrus Labor	7	40/ $180	In		70%

Table 8 (Continued)

Summary of Academic and Vocational Information for County Three

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Postsec. Ed./Train- ing	Emp./Tr. Index ( )
21	M/B 18.11	Grad./80 EMR	Home Ec.	Agriculture	2.2/ 2.9/R	Grounds Keeper CETA-6 mo.	Grounds Keepter	03	40/ $134	In		90
22	M/B 20.03	Grad./79 SLD	Agriculture	Work Exp./ Mech.	3.2/ 6.7/P	None	Operates Citrus Machinery	18	40/ 150	In		80
23	F/B 19.01	Grad./80 EMR	Home Eco.	Work Exp.	3.9/ 3.4/R	None	Homemaker					NA
24	M/B 19.11	11 gr./80 EMR	Home Eco.	Work Exp.	1.8/ 2.9/R	None	Labor- Crate Mill	06	40/ $150	In		50
25	M/B 19.09	11 gr./79 EMR	Home Eco.	Work Exp.	2.4/ 3.9/R	None	Citrus/ Veg/ Labor	14	40+/ $180+	In		64

County Four Results

Thirty former special education students who had terminated their education in the previous three years were the subjects of the County Four follow-up. Nine of the subjects (4 males, 6 females) could not be located in the county.

The twenty-one former students studied (12 male , 9 female ; 10 black , 11 white) ranged in age from 17.08 years to 23.03 years. Twelve of the former students completed the 12th grade; one student completed through the 11th grade; five completed through the 10th grade and three completed through the 9th grade. Students' recorded reading comprehension grade levels ranged from 1.5 to 6.5 and math application grade levels from 1.9 to 7.6 according to the Wide Range Achievement Test (WRAT).

Fifteen of the subjects received at least one year, or one credit, of prevocational education. Prevocational courses offered to these students included orientation to agriculture, home economics, and industrial arts. Seventeen former students received vocational courses during their secondary education. Vocational courses included home economics, (food service, child care), agriculture (livestock producation, horticulture) and mechanics (diesel, small and large engine repair).

According to the employment/training index, nine former students were employed from 75 to 100 percent of the total months since school termination. Salaries for this group ranged from $128.00 per week to $238.00 per week. The higher figure reflects employment in the dairy industry. Two former students were employed from 50 to 74 percent of the total months since school termination. One of these former students received a token salary from Job Corps. The other former student made $134.00 per week. One of these individuals scored the highest reading level (6.5; WRAT) and arithmetic

level (7.6; WRAT) of any of the former students. However, this person was employed as a dishwasher in a restaurant and may not use those academic skills in his occupation.

Four students were employed from 25 to 49 percent of the total months since school termination. The salary range for the four, ranged from token money (sheltered employment) to $50.00 per week plus room and board.

Five individuals were employed less than 25 percent of the total months since school termination. One former student had incomplete follow-up data and was not part of the employment/training index.

Of those former students obtaining employment and/or training, 16 found employment within the county and 2 found employment outside the county. No former students were full-time homemakers. One former students was receiving a work evaluation at a nearby community college. Another former student was enrolled full-time in Job Corps, and earned a high school diploma and was completing training in marine electricity.

Several students indicated seasonal employment in the citrus industry. In several cases, this employment was in addition to regular, full-time employment and is not shown on Table 9 .

The socio-economic profile for County Four indicated that the dairy industry employs a large number of people. The dairy also pays the largest salary for nonskilled workers in the county. An entry level position such as outside man pays $33.00 per day for 6 days a week and provides $40.00 per week housing plus free milk. Three former students were reported employed by the dairy industry.

Three former students had been employed at least once in CETA funded positions. Two former students were employed by fast food restaurants.

Three former students were construction laborers. One former student was enrolled full-time in a sheltered workshop. Two former students had been employed as teacher aides in state operated training institutions.

A comparison of the prevocational/vocational training and the type of employment indicates that: an almost equal number of students obtained a job that reflected their vocational training as did those students whose jobs did not reflect their vocational training. Table 9 also indicates that reading level and math level do not necessarily correspond with percentage of time employed or with the amount of salary.

Table 9

Summary of Academic and Vocational Information for County Four

Subject	Sex/Race Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Post sec. Ed./Train-ing	Emp./Tr. Index (%)
01	F/B 18.07	9 gr./78 EMR	Home Economics		Not Available	Unemploy.	Unemploy.					0
02	M/W 17.08	10 gr./80 SLD	Agriculture	Agricul. Mech.	2.8/ 4.2/ R	NA	Construc-tion Labor-er	6	40/ $180.	In		100
03	M/B 19.00	Grad./80 EMR	Ind. Arts	Home Economics	2.0/ 3.2/ R	School Cust/ 6 mo./ (CETA)	Co. Road Department/ Laborer	4	32/ $128	In		100
04	F/B 18.11	10 gr./78 EMR	Child Care		Not Available	None	Unemploy.					0
05	F/B 19.11	Grad./79 EMR	Home Economics	Home Economics	1.9/ 2.5/ R	Rehab. Ctr. Teacher Aide 6 mo.(CETA)	Burger King Prod. Mgr.	16	40/ $150	In		100
06	F/B 18.08	Grad./80 EMR	Home Economics	Home Economics	Not Available	Citrus Laborer 4 mo.	Unemploy.			In		40
07	M/B 23.03	Grad./78 EMR	Ind. Arts	Job Exp/ Agri.	2.0/ 1.9/ R	Citrus Laborer 12 mo.	Hospital Maintenance 22 mo.		40+/ $150	In		100
08	M/W 19.11	Grad./80 EMR	Ind. Arts	Home Economics	2.1/ 3.2/ R	None	Unemploy.					0
09	M/W 19.04	Grad./79 EMR	Home Economics	Agriculture	1.9/ 3.2/ R	NA	Dairy Outside Person	22	40+/ $238	In		100
10	F/W 21.11	Grad./78 EMR	Home Economics	Home Economics	1.5/ 3.9/ R	Unemploy.	Maid	2	8/ $25	In		33

Table 9 (Continued)

Summary of Academic and Vocational Information for County Four

Subjects	Sex/Race/ Age	Highest Gr./ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	Emp. In/ Out of County	Post sec. Ed./Train ing	Ed/Train ing Index
11	M/W 20.10	Grad./79 EMR	Agric./ Mech.	Agriculture Livestock	1.9/ 3.3/ R	NA	Dairy Outside Person	22	40+/ $238	In		100
12	F/B 18.10	Grad./80 EMR	Home Ec./ Foods	Home Ec./ Clothing	Not Available	Citrus Laborer 4 mo.	Client HRS/ 1 mo.			In	Com. Coll. 2 mo.	50
13	F/W 19.05	10 gr./78 EMR		Home Ec./ Foods	Not Available	Unemploy.	Sheltered Work	12	35/ NA	In		33
14	M/W 19.08	10gr./79 SLD	Industrial Arts	Small Engines	2.3/ W 2.9/ R	Unemploy.	Student/ Marine electricity		NA	Out	Job Corps (20 mo.)	70
15	M/B 18.09	9 gr./79 EMR	Agriculture		3.0/ 3.2/ R	Unemploy.	Construction Laborer (CETA)	3	40/ $160	In		13
16	F/B 21.03	11 gr./79 EMR	Consumer Ed	Home Economics/Foods	2.9/ 3.3/ R	Fast Food Cook 24 mo.	McDonalds Cook	12	40/ $150	In		100
17	M/W 19.04	10 gr./78 EMR	Home Economics	Construc-tion	Not Available	Construc. Laborer 12 mo.	Civil Eng. Apprentice	24	40/ $150	Both		100
18	M/W 18.06	Grad./80 SLD	Agriculture	Construc-tion	3.5/ 3.9/ R	Plumber's Helper 4 mo.	Dairy Outside Person	4	40+/ $238	In		100
19	M/W 19.05	9 gr./78 EMR	Agriculture		4.4/ 4.0/ R	None	Army	Unknown				NA
20	F/B 22.07	Grad./78 EMR	Home Eco./ Child Care	Foods/Agri.	Not Available	None	Teacher Aide	24	20/ $50	In		35
21	M/W 22.00	Grad./79 EMR		Agriculture	6.5/ 7.6/ R	HRS Client 12 mo.	Dishwasher	7	40/ $134	In		64

County Five Results

A total of 34 former EMR students had terminated secondary education in the past 3 years in County Five. All of the former students qualified as subjects for the study having at least one year of special education and vocational education. Six of the 34 students (3 male ; 3 female) could not be located. Twenty-eight former students, or their next of kin, were located and interviewed. The subjects (14 male , 14 female ; 24 black, 4 white) ranged in age from 18.07 years to 22.01 years. Twenty subjects completed the 12th grade; five completed through the 11th grade; and three completed through 10th grade. Fourteen subjects had the CTBS reading comprehension grade levels (recorded within two years of school termination) ranging from 1.0 to 3.7 and math application scores ranging from 1.0 to 5.9.

All twenty-eight subjects received at least one year of prevocational education. The prevocational courses available to the students included industrial arts, home economics, on campus work study and employability skills training. Twenty-three of the subjects received at least one year of vocational education. The vocational curricula included work experience (jobs on or off campus) and home economics courses.

Twenty of the subjects were included in the employment/training index. The follow-up study revealed that ten former students were employed from 75 to 100 percent of the total months since their school termination. The highest salary among the ten was $250.00 per week earned by a paving company laborer. The lowest salary was a token allowance earned by a former student working on a family owned chicken farm. The student reported having serious visual problems and consequently had not sought other employment.

Four former students were employed from 50 to 74 percent of the total months since school termination. The salary for this group mainly reflected minimum wage for 40 hours, or $134.00 per week.

One student was employed 45 percent of the total months since his school termination. This person had been in jail several months following school termination. At the time of the survey, the individual had maintained employment for 10 months and earned $160.00 per week driving a sawdust truck.

Two students were employed less than 25 percent of the total months since school termination and their salary varied, since the employment was seasonal tobacco farm labor. Only two students had never obtained community employment. One former student maintained one full-time job as a butcher and one part-time job as a farm laborer. This person was the only individual, according to the employment/training index, to be employed more than 100 percent of the time since school termination. Three former students were enrolled full-time in Job Corps at the time of the study. One of the Job Corps students was studying food service and health care service. Another student was receiving business and clerical training and the third student's field of study was unknown. One former student had been formerly enrolled in Job Corps but left to obtain full-time employment with a fumigation company.

One former student was enrolled full-time at the vocational-technical school studying cosmotology. Her employment history prior to the vo-tech enrollment was unknown and consequently she was not of the employment/training index. Another student was enrolled full-time at the vo-tech center studying carpentry. A third student was enrolled in adult education night classes held at the vo-tech center in order to finish her high school education.

Six former students were reported as homemakers and were not included in the employment/training index. Three former students had incomplete follow-up

information and were not included in the index.

The follow-up study results indicate the majority of former EMR students madc successful occupational adjustment.

Table 10 is a summary if the academic and vocational information collected for each of the subjects in County Five.

Table 10

Summary of Academic and Vocational Information for County Five

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	In/Out of County	Postsec. Ed./Train-ing	Emp./Tr. Index ( )
01	F/B/ 19.02	Grad./80 EMR	Home Econ.	Work Exp.	3.7/W 3.8/K		Teacher's Aide	07	35/ $134	Out		70
02	M/B/ 21.06	Grad./78 EMR	Ind. Arts	Work Exp.	3.5/ 3.5/ C	.....	Laborer	34	40/ $160	In		100
03	F/B 18.04	10 gr./80 EMR	Home Econ.	Work Exp.	3.1/W 3.6/K	FT/4 mo./ $132/ textiles	Homemaker	NA	NA	In	___	NA
04	F/B 19.07	11 gr./80 EMR	Home Econ.	Work Exp.	2.7/W 2.7/K	FT/09/$132 textiles	Homemaker	NA	NA	In		90
05	M/W 20.03	Grad./79 EMR	Home Econ.	Work Exp.	2.7/ 2.7/ C	Jail	Sawdust truck driver	10	40/ $160	In		45
06	M/B 20.04	Grad./79 EMR	Home Econ.	Work Exp.	2.5/ 4.1/ C	PT/3 mo./ Tobacco Farms	Unemploy.	.....	.....	In		14
07	F/B 20.01	Grad./78 EMR	Home Econ.	Work Exp.	.....	.....	Homemaker	NA	NA	In		NA
08	M/B 20.07	Grad./79 EMR	Home Econ.	Work Exp.	1.0/ 3.0/ C	Unemploy.	Unemploy.	.....	.....	In		0
09	M/B 19.02	Grad./80 EMR	Home Econ.	Work Exp.	1.6/W 3.5/K	PT/Farm Laborer/6 months	Butcher	10	40/164/ plus over time	In		130
10	M/B 21.02	10 gr./79 EMR	Home Econ.	Shop	1.8/ 1.0/ C	Unemploy.	Unemploy.	.....	.....	In		0

Table 10 (Continued)

Summary of Academic and Vocational Information for County Five

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	In/Out of County	Postsec. Ed./Train-ing	Emp./Tr. Index (%)
11	F/B 18.06	Grad./80 EMR	Home Econ.	Work Exp.	3.0/W 3.8/K	School Custodian 3 mo.(CETA)	Textile Server	9 mo./laid off one month	40/ $138+	In		90%
12	M/B 19.06	Grad./79 EMR	Home Econ.	Work Exp.	------	Grounds Keeper/FT 12 months	Labor Paving Co.	6 months	40/ $250	Out		100%
13	M/B 20.0	Grad./79 EMR	Home Ec./ Ind. Arts	Work Exp.	2.7/ 4.1/ C	Food Serv./ Morrisons 3 months	Fumigator Orkin	6 months	40/ $134	Out	Job Corps (6 months)	68%
14	M/W 18.07	11 gr./80 EMR	Ind. Arts	------	------	PT at Stock-yard 3 mo.	Student	7 months	------	Out	Job Corps	100%
15	F/B 21.09	Grad./78 EMR	Home Econ.	Work Exp.	------	------	Student/ Bus.-Cler.	24 months	------	Out	Job Corps	70%
16	M/B 21.04	Grad./79 EMR	Home Econ./ Ind. Arts	Work Exp.	------	(CETA) 6 mo. School Ground Kpr.	School Grounds Keeper	16 months	40/ $134	In		100%
17	F/B 20.02	Grad./79 EMR	Home Econ.	Work Exp.	------	CETA Worker 6 months	Homemaker	------	------	In		NA
18	F/W 19.06	Grad./79 EMR	Home Econ.	Work Exp.	3.7/ 5.9/ C	Unknown	FT Student Cosmetology	12 months	------	In	Vo-tech	NA
19	M/B 19.11	11 gr./78 EMR	Home Ec./ Ind. Arts	------	3.3/ 3.0/ C	Unknown	Laborer Pulpwood Factory	Seasonal	40/ $160	In		NA
20	F/B 22.01	Grad./78 EMR	Home Ec./ Ind. Arts	Job Exp.	Not Available	------	Sheltered Workshop	34 months	NA	Out		100%

Table 10 (Continued)

Summary of Academic and Vocational Information for County Five

Subject	Sex/Race/ Age	Highest Gr/ Sp. Ed. Area	Pre Voc. Training	Vocational Training	Read/Math/ Test	Previous Employment Status	Current Employment Status	Months Employed	Hours & Salary/Wk.	In/Out of County	Postsec. Ed./Train-ing	Emp/Tr. Index ( )
21	F/W 20.04	Grad./79 EMR	Home Ec.	Work Exp.			Works in family chicken farm	22	40/ NA	In		100
22	M/B 20.01	Grad./80 EMR	Home Ec.	Work Exp.	2.6/W 5.4/K		Student Carpentry	10	NA	In	Vo-tech	100
23	F/B 19.07	11 gr./79 EMR	Home Ec.				Homemaker			In		NA
24	F/B 20.01	Grad./79 EMR	Home Ec./ Ind. Arts	Work Exp.			Homemaker			In		NA
25	M/B 20.06	Grad./78 EMR	Home Ec./ Ind. Arts	Work Exp.			Student/ Food Ser/ Health Occ.	24		Out	Job Corps	70
26	F/B 19.05	11 gr./80 EMR	Home Ec.	Work Exp.	3.7/W 3.4/K	Unknown	Student/ Adult Ed.	06		60	Vo-tech	
27	M/B 20.01	10 gr./80 EMR	Home Ec./ Ind. Arts		2.0/W 4.0/K	PT/4 mo. Tobacco Farms	Unemploy.			In		20
28	F/B 21.02	Grad./78 EMR	Home Ec./ Ind. Arts	Work Exp.		Waitress/ Cafe/ 4 mo.	Homemaker			In		NA

Objective 4

The purpose of objective four was to develop educational models or best practices for the vocational/special education and training of secondary handicapped students.

Procedures

In order to obtain example exemplary programs or best practices for vocational training for handicapped students, county educators were contacted. During the fall of 1980, a letter and questionnaire were sent to the vocational director and special education director in each of 67 counties in Florida. The letter explained the purpose of the rural research project and requested that the county submit any exemplary programs or best practices for vocational training for special needs students. The letter and questionnaire are found in Appendix D. Although many of the responding school districts were located in SMSA counties, it was the consensus of the project staff that certain programs could be adapted for use in special needs/vocational program in rural counties.

The National Rural Project (NRP) in Murray, Kentucky also submitted examples of the exemplary programs collected in that study. The outline used by the NRP for describing programs was adapted for use by this project.

Several other national rural projects were also contacted for information concerning innovative vocational programs for rural youth. These contact organizations along with the exemplary programs are provided in this chapter. Not all those responding were included, but samples of those programs thought to be representative were included. The programs

were also selected based on suitability to Florida rural communities. Each profile includes a description of educational resources, strategy, funding sources and possible limitations to replication. The profile, since it cannot contain a detailed description, also includes the source or contact person so that further information concerning the exemplary program can be obtained.

Objective Four Results

COUNTY INTERVENTION PROFILE

Program Title: Educational Engineering Management

Educational Resources: This county has a military base which provides employment for students on a contract basis. The county also has an area vocational-technical center staffed with one special education teacher and 3 aides along with the regular vocational education staff.

Strategy Description: The purpose of this program is to present a management educational system for secondary handicapped students providing vocational competency, academic skills and employability skills.

Initially students receive diagnostic-testing for several weeks, then are placed in a pre-vocational transition program. In this special education self-contained classroom, remediation and individualized study are provided. Students are also oriented to their individual vocational potential.

After completion of transition program, students are promoted to the vocational program. Students receive vocational training at George Stone Area Vocational Center. Twenty-five vocational occupations are offered at the center.

Students spend three hours per day at the Center pursuing one of those careers. Another three hours per day are spent in regular academic instruction. Academic requirements include mastery of eighth grade minimum standards.

Limitations: This program utilizes the Vocational Center and Special Education Classrooms already in existence within the center. No additional purchases have been necessary. Cooperation and planning between the vocational and special educators is essential. The nearby military base on-the-job learning experiences for students.

Contact:

Richard Messmer
Judy Andrews School
129 N. Merritt St.
Warrington, Florida 32507
(904) 453-2314

County Intervention Profile

Program Title: E.O. Douglass Vocational Center

Educational Resources: Campus located near the school board with vocational equipment; 4 vocational teachers; a work evaluation center and 2 work evaluators; county provided transportation.

Strategy Description: This vocational program serves the mildly handicapped population (grades 7-12) of Highlands County. Students in grades 7-8 are enrolled half-days in occupational exploration including (a) nursery operations; (b) health occupations; (c) building and home maintenance; and (d) home economics. Preceding and following the exploration of the four vocational areas students receive a comprehensive work evaluation. During grades 9-12 students may concentrate on one occupational area or continue receiving training in all 4 areas for half-day sessions. Students receive academic instruction in their home high schools.

Follow up of this program's students indicates most students complete all 12 grades of school and seek and attain competitive employment.

Cost Factors: The funding for the Vocational programs for the Handicapped in Highlands comes from different sources.

(a) F.E.F.P. provides by far the greatest single source of funding for salaries, operating expenses, etc.
(b) Federal projects have been funded in the past to provide a considerable amount of the equipment, A.V. materials and nonconsummable supplies utilized in the program.
(c) The Vocational aide currently being used in the programs is federally funded out of handicapped monies.
(d) A.W.E. aides are provided by C.E.T.A. to assist in certain clerical duties, but primarily as teacher aides.
(e) Vocational Work Study and CETA monies provides summer employment for 20-25 of the students to continue their instructional program, while earning money too.

Contact:

Gary Lee
Vocational Education Director
Highlands County
426 School Street
Sebring, Florida
(813) 382-1121

County Intervention Profile

Program Title: Time Share Vocational Training

Educational Resources: This school district is located in an SMSA county, consequently there are numerour area schools, support staff and transportation. This vocational/special needs program is located in a sparsely populated area of the county.

Strategy Description: Mildly handicapped students from 3 area high schools have the option of enrolling half-day at a Vo-Tech Center in a nearby town. After completing a two-week work evaluation, students begin a vocational education program. One special education teacher and three adies assist the student with instruction in related skills and occupatonal orientation. The student required academic subjects are taught at their home high school. Transportation is provided by the school system. Students ahve the option of continuing their tain-ing at the vo-tech center after graduation. Many students "lost" their handicap in this vocational/academic setting and achieve as well as their classmates.

Special Requirments: Special education personnel as resource for voca-tional teachers. This program has the advantage of using existing equip-ment and vocational personnel.

Limitations: The most costly factor here is the transportation (buses and drivers).

Contact:

Mike McKean, Program Specialist
Vocational/Exceptional Education
Orange County Public Schools
434 North Tampe Ave.
Orlando, Florida 32802
(305) 422-3200, ext. 317

County Intervention Profile

Program Title: ESE Vocational Evaluation

Educational Resources: Lively Vocational Technical Center; transportation provided by each county; vocational and special education personnel; and commercial work evaluation equipment.

Strategy Description: Mildly handicapped students from the surrounding area are bused to the local vocatioal-technical school. Each student receives a work evaluation based on the JEVS Work Samples and VALPAR #17. Based on results of the work evaluation, the student is placed in the most appropriate vocational program in his/her home school. This program serves several surrounding rural counties.

Student also begin receiving the Central Michigan University curriculum (Career Related Instruction). This curriculum is presented by the high school EMR and SLD teachers and provides the youth with a vocational vocabulary and background.

Limitations: Transportation to and from this center must be provided by the student's home county.

Duplication of the work evaluation program would be costly since it involves purchasing the JEVS, VALPAR and Singer System equipment.

Cost Factor: Federal Project funds provide the majority of personnel salary.

Contact:

Ola Joyce
Lively Vocational Technical Center
Leon County
2757 W. Pensacola St.
Tallahassee, Florida 32304

County Intervention Profile

Program Title: Hortitherapy

Educational Resources: School owned property; 2 agriculture teachers; 3 part-time aides.

Strategy Description: This program is modeled after the Sunland (Mariana) Hortitherapy Program and serves 42 adult EMR students.

Using the Gainesville Agribusiness Center, students are taught nursery operations and small farming techniques. Students are part of a coop, sell their products to the public and split the proceeds.

Limitations: Inter-agency cooperation is essential for this operation. The Alachua ARC donated a trailer for teacher office space, the school board owns the greenhouse and land, and HRS supplies transportation.

Contact:

Dan McKinnon
Vocational Director
Alachua County Schools
1817 E. University Avenue
Gainesville, Florida 32601

County Intervention Profile

Program Title: Vocational Education for Special Needs Students

Educational Resources: One vocational/special needs instructor with home economics certification.

Strategy Description: All EMR students in Suwannee County are enrolled in the vocational special needs class during grades 9-12. Students receive training in food service and cater meals and parties for campus activities. Students are required to successfully sew a garment each year (the county has a clothing factory).

Students are required to complete a job either on campus or in the community before they may graduate. The teacher supervises these work experiences.

The teacher sponsors a HERO Chapter and students compete at the HERO State Convention. In the latest competition, this HERO Chapter won 2nd place in the name tag competition.

The teacher's follow-up of students who have received the home economics/ work experience combination show that the majority of students obtain and maintain competitive employment.

Limitations/Cost Factors: The program is partially supported by grant monies in order to bring in outside consultants to teach specific competencies (i.e., commercial cake decorating). Otherwise, the program has succeeded because of the program planning supplied by the vocational/ special needs teacher.

Contact:

Ms. Cheryl Bender
Suwannee High School
South Pine Avenue
Suwannee County
Live Oak, Florida 32060

County Intervention Profile

Program Title: Exceptional Student Vocational Program

Educational Resources: Special education and vocational education staff of 2 area high schools provide instruction. Vocational Rehabilitation cooperates in the training process. The schools are equipped with vocational and work evaluation materials.

Strategy Description: The vocational program for handicapped students is comprised of several components and is housed at two highschools. The first component is evaluation. Eighth grade students are evaluated before they enter high school and the eleventh grade students are again evaluated before their work experience program begins. The evaluation includes academic testing, social prevocational testing, and a vocational utilizing the TAP (Talent Assessment Program) system.

The second component consists of the actual hands on work exploration and skill training. The programs offered are small engine repair, hotel/motel, maid, health occupations, food preparation, sewing, creative crafts, business education and sheltered workshop.

The third component is the incentive pay program. This program pays the students for meeting certain contingencies.

The fourth is work experience which may be subsidized by the Vocational Rehabilitation Department.

The last component measures the success of the student on the job and employment after graduation from high school.

Limitations: The funding for this program must be derived from a variety of sources including vocational set aside funds, special education federal funds (i.e., 94-142), local monies, and Vocational Rehabilitation support. One staff member is in charge solely of finding the funding sources.

Contact:

Dr. W.E. Wright
St. Lucie County
Exceptional Student Education
532 N. 13th Street
Ft. Pierce, Florida 33450

Contacts for Exemplary Programs

I. People United for Rural Education
Route 3, Box 41
Alden, Iowa 50006

II. Keith Erickson, Director
Northwest Area Schools Multi District
310 11th Street West - Box 7B
Lemmon, South Dakota 57638

III. Arkansas Community Education Development Association
5018 Club Road, Suite 101
Little Rock, Arkansas 72207

IV. Dr. Doris Helge
National Rural Research Project and Center for Innovation & Development
Murray State University
Murray, Kentucky 42071

V. Dr. William J. Bramble
Project ETA
Alaska Department of Education
Pouch F
Juneau, Alaska 99811

VI. Ms. Vicki Hobbs
Rural Student Employability Project
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VII. National Rural Center
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Washington, D.C. 20036

VIII. Dr. E.D. Edington
ERIC Clearinghouse on Rural Education
Box 3AP
Las Cruces, New Mexico 88003

IX. Dr. Donna Mertens
Rural Vocational and Adult Education
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

X. Mr. Kenneth Cassels and Mr. Bill Weiser
Dover Exceptional Student Center
Hillsborough County
Rt. 4, Box 971
Dover, Florida 33527

XI. Mr. John Dimitri
Croom's Work Study Program
Seminole County
W. 13th Street
Sanford, Florida 32771

XII. Mr. Dennis Whipple
Vocational Education for Exceptional Students
Pinellas County
1985 Gulf-to Bay Blvd.
Clearwater, Florida 33515

XIII. Ms. Elizabeth Russell
Employment Orientation Program
Lee County
2055 Central Avenue
Ft. Myers, Florida 33901

XIV. Ms. Rosilind B. Eskew
KWIK Kopy, INC.
Sarasota County Student Center
4450 Beneva Road
Sarasota, Florida 33583

XV. Mr. Johnny C. Carlisle
Special Education Vocational Services
Palm Beach County
3323 Belvedere Road
Palm Beach, Florida 33402

Objective Five

Objective five was the final objective of Phase II of the Rural Research Project and was described as: assist project counties in planning special/vocational exemplary program plans. This objective is the beginning of Phase III of the Rural Research Project which surveys the exemplary program plans after their implementation. Dr. James Hensel, one of the project's principal investigators, consulted with various rural county local education agency personnel regarding the county's program needs. Dr. Hensel presented several program alternatives and plans to special education and vocational education personnel. Dr. Hensel also presented suggestions for various funding sources and support services that the counties might receive. The program plans shared by Florida counties collected by the project during objective four were shared with rural counties.

The implementation of Objective Five is an on-going process and will continue during Phase III of the Project.

Chapter IV

Discussion and Summary

The main goal of Phase two of this project was to describe the vocational training and adjustment of former mildly handicapped students in five of Florida's rural counties. Phase two activities included:

(a) Working with an advisory committee of special education and vocational education personnel.

(b) Describing the vocational education and special education programs and courses currently available to rural mildly handicapped secondary students.

(c) Examining the academic background of former mildly handicapped students in 5 project rural counties.

(d) Describing the occupational status of the same former mildly handicapped students in the 5 project rural counties.

(e) Collecting exemplary ideas and plans for special/vocational education program planning in rural counties.

(f) Sharing exemplary program plans with local education personnel in rural counties of Florida.

After obtaining advice from an advisory committee, reviewing current literature and collecting germane data, the following generalities can be suggested:

(a) Vocational and special education programs and courses offered to mildly handicapped students vary from county to county. The number of teachers and students also vary.

(b) More former mildly handicapped students are employed than those who are unemployed in project counties. This prevails regardless of the unemployment rate or the type of industry in each county.

(c) Former handicapped students may be employed in semi-skilled or unskilled jobs and receive minimum wage salary.

(d) A few handicapped students in several of the rural project counties were enrolled in postsecondary education pursuing technical education.

(e) Vocational education competencies earned by mildly handicapped students in secondary schools may not be used by those same students in their occupations.

(f) Seasonal employment attracts a number of former mildly handicapped students regardless of their vocational and special education preparation.

(g) Academic achievement level may not be an inhibiting factor as former mildly handicapped students obtain unskilled or semi-skilled employment.

Suggestions for Further Research

The data gathered in Phase two is descriptive and focuses on the academic background of the former student, the former student's employment status, and the socio-economic and educational profiles of the community.

To further describe the employment adjustment of former handicapped students, a survey of the handicapped students' employers might be conducted. The survey may ask employers to evaluate the former students' technical skills and employability skills.

For a more in-depth comparison of the academic background and employment status of former students, descriptive statistics may be used with the data that was collected. The academic information (independent variable) can be regressed against the employment information (the dependent variable). The results of this regression may indicate which academic factors influence occupational adjustment.

For further description of occupational adjustment, each former student's employment position could be given the appropriate Dictionary of Occupational Titles (DOT) nine digit number. The nine digit number reflects the type and level of skills required by that position. This DOT information could be compared with the type of vocational competencies acquired by the former student during secondary education.

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APPENDIX A

Phase I Advisory Member
Position Title
Rural County
City, Florida

Dear _____:

Our staff would like to thank you for the help you provided in accomplishing the Phase I component of the Rural Research Project. The Pilot Study in Phase I gave us valuable information about the status of rural handicapped youth .

This year we will be conducting Phase II of the Project. The project's first objective involves meeting with our advisory committee. We again need your advice and expertise in establishing procedures and guidelines for cooperation, the data collection involved in this research.

In order to begin this process, we would like to meet with the advisory committee here in Gainesville in the near future and remind you that your travel will be reimbursed by the project. We are including a list of possible dates for your consideration. We will be calling you to determine the date most appropriate for you.

Sincerely,

James Hensel, Ph.D.
Principal Investigator

Diane Budd
Project Director

October 24 _____
October 27 _____
November 14 _____
November 16 _____

November 21 _____
November 23 _____
December 12 _____

October 28, 1980

Advisory Committee
Position
Address
City

Dear :

This letter is to confirm that the Rural Research Advisory Committee will be meeting here at the University of Florida.

Date:	November 14, 1980
Time:	9:30 AM - 12:00 noon
Location:	2411 Norman Hall Department of Instructional Leadership and Support

After you park in the Norman Hall lot, please come by the Department of Special Education (G315; first office on the ground floor) to pick up a parking permit.

We are looking forward to this meeting.

Sincerely yours,

Jim Hensel, Ph.D
Principal Investigator

Diane Budd
Project Director

DB/kk

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Advisory Number
Position
Address
City, Florida

Dear _____:

Thank you for attending the Rural Research Advisory Committee meeting on November 14, 1980. Your county has been an assest to this research and we appreciate your continued support.

We appreciate the suggestions you made and will be using them. We will contact you soon to discuss the progress of the project.

Thank you again for your help.

Sincerely,

Diane Budd
Project Director
Rural Research
G315 Norman Hall

Special Education Director
Vocational Education Director
Rural County
Address
City, Florida

Dear _____:

This packet of information is sent to you to describe research being conducted by the University of Florida. The study is funded by the Florida Division of Vocational Education. Our project focuses on the secondary education of handicapped youth residing in rural counties of Florida. We are also interested in the occupational adjustment of these individuals.

The initial phase of the project was a pilot study conducted in Hamilton County. This study confirmed the need for more data regarding the post secondary adjustment of rural handicapped youth.

In reviewing Florida statistical abstracts we find that _____ county is classified as a nonmetropolitan county. We would like for you to consider being a member of our advisory committee. This committee offers constructive ideas and suggestions for the actual research process.

We are currently in Phase II of the Project and we are including the objectives of this current phase. We have also briefly described ways in which you can help us accomplish these objectives, if you become an advisory committee member.

You will notice that the first objective refers to participation in an advisory committee. If participation is not possible due to previous priorities we would still appreciate your cooperation and support.

The project staff includes Dr. Jim Hensel, Dr. Stuart Schwartz, Diane Budd (University of Florida) and Dr. Dave Westling (Florida State University). I will be contacting you soon to hear your reaction to this project. Thank you for your time.

Sincerely,

Diane Budd
Project Director
G315 Norman Hall
University of Florida
Gainesville, Florida 32611

OBJECTIVES OF PHASE TWO

1. CONTINUE THE WORKING RELATIONSHIP WITH THE ADVISORY COMMITTEE MEMBERS.

   By being a member of this advisory committee you will help establish guidelines and procedures for data collection and research. Your input will be used continually as the study progresses.

2. UTILIZE STATE DEPARTMENT COMPUTER DATA CONCERNING PROGRAM OFFERINGS IN RURAL COUNTIES. REVIEW PRINTED REPORTS AND VISIT COUNTY SCHOOL BOARD OFFICES IN PROJECT COUNTIES.

   You can assist the project by providing access to a description of the curriculum offered to handicapped secondary students in your county. This will involve our researchers interviewing the teachers at the secondary level who work for you.

3. LABOR EMPLOYEMNT STATISTICS WILL BE REVIEWED FOR THE RURAL COUNTIES DATA CONCERNING EMPLOYMENT OF HANDICAPPED INDIVIDUALS WILL BE OBTAINED BY ON SITE VISITS AND INTERVIEWS.

   You can help us attain this objective by providing access to a list of the handicapped students who have terminated within the last 3 years. We also need access to the school files of these individuals for academic information. This information naturally will be used only for research and will comply with privacy regulations.

4. EDUCATIONAL MODELS FOR THE VOCATIONAL/SPECIAL EDUCATION AND TRAINING OF HANDICAPPED SECONDARY INDIVIDUALS WILL BE COLLECTED. THE MODELS WILL REFLECT EXEMPLARY PROGRAMS AND METHODS THAT HAVE BEEN TESTED AND PROVED SUCCESSFUL.

   You can assist in this goal by letting us know what your county's needs are. We will direct the development of educational models toward specific needs.

5. CONSULT WITH LOCAL EDUCATION AGENCIES AS THEY DEVELOP THEIR COUNTY'S FUNDING GUIDES SO THAT THEY MAY REQUEST GRANT SUPPORT FOR THE IMPLEMENTATION OF THE PROPOSED EDUCATIONAL MODEL.

   We will be meeting with you, as requested, to provide the assistance needed for the implementation of this goal.

Rural Research Directory
1980 - 1981

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(4) Mary Ann Brost
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Vocational Education Director
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APPENDIX B

APPENDIX B

County One

Special Education Program Descriptions

A. Mental Retardation

1. Programs shall be set up to meet the needs of each student. Each student should receive all the special instruction time necessary to function and learn more readily in the least restrictive setting. The student class placement may include but not be limited to the following:

   a. Regular Class: Most problems are handled by the regular teacher. Some supportive services or consultation is given by special education teachers.

   b. Regular Class with Consultation: Consulting teacher observes learner and provides instructional strategies for use in regular class. Other resource personnel may include counselors and school psychologists.

   c. Regular Class with Supplemental Instruction from Special Teacher: The special teacher may come into the regular classroom and work with small groups or individuals in the regular class setting offering prescriptive work or helping to modify curriculum.

      This instructional strategy is designed to support the learner within the general framework of the regular classroom.

   d. Regular Class with Resource Room: Learner spends specific time blocks in resource room on regular basis. Resource room personnel implement those instructional strategies that will enable the learner to function within the balance of the regular curriculum.

   e. Part-Time Special Class: Learner spends up to 50% of school day with special education teacher. The balance is spent in selected academics and/or enrichment classes (art, physical education, shop, home economics, etc.).

   f. Full-Time Special Class: This is not recommended except for those students who can not function in the regular class at all.

2. Instructional Program

   a. Philosophy: This County has developed a philosophy that Educable Mentally Retarded Students need more than self-contained classes can provide. All students are main-streamed part of the day for special classes or for programs.

   b. Curriculum and Methodology: Individual education plans will be used to provide a personalized curriculum and methodology for each student. We are currently adopting several curricular systems on a trial basis including PAEC - PALS math, Distar, and the Corrective Reading Program.

3. Mental Retardation Supportive Services (Responsible through district Coordinator of Exceptional Student Program)

   a. Speech and Language therapy

   b. Vocational Rehabilitation (when applicable)

   c. Psychological Services

   d. Mental Health Center (when applicable)

   e. Florida Learning Resource Systems (when applicable)

   f. County Instructional Materials Center

B. Emotional Disturbance

1. Special Program Organization:

   Present program consists of six teachers of the emotionally disturbed. Two teachers have school based resource rooms at the primary level, two have school based resource rooms at the middle school level, one at the high school level. We have one itinerant teacher of the emotionally disturbed who serves the five schools which do not have resource rooms. All our schools (except TMR - PMR Center) are receiving ED teaching services.

2. Instructional Program

   a. Philosophy: This County believes that emotionally disturbed students can be educated with their peers if they are provided with resource rooms where they can learn to deal with their problems.

   b. Curriculum: The curriculum for ED students will be individualized to permit the student to gain both academically and emotionally. There should be time alloted to both academic and emotional growth.

c. Methodology: Students will work in the regular classroom and the resource room part time. The ED teacher will work with the regular classroom teacher to help solve the student's problems. We are currently utilizing developmental play, transactional, analysis, and behavior modification techniques.

3. ED Support Services (Responsibility of Coordinator of Exceptional Student Program)

   a. Speech Therapy

   b. Guidance

   c. Social Worker

   d. Psychological Services

   e. Mental Health

   f. Parent Groups (mandatory for parents of full-time ED students)

   g. Florida Learning Resource Systems

   h. County Instructional Materials Center

   i. Diagnostic and Research Center

County Two

Special Education Program Descriptions

1. EMH Instructional Program

The basic goal of the EMH programs is to help our special students to become socially and occupationally productive members in the community and society in which they live. Therefore, in accordance with the general philosophy that the County School Board believes that all children are entitled to an opportunity to achieve an education, the following objectives or goals are set for the EMH program:

a. To provide a variety of training opportunities which will enable a student to learn a realistic, practical way of earning a living.

b. To provide a specialized program that when completed will allow the student a means of completing requirements for graduation set up in county and state standards.

c. To help students develop competencies in the use of daily communication skills such as speaking, reading, spelling and arithmetic.

d. To provide examples and direction in which students can develop acceptable social behaviors that are necessary for use in interaction situations in school. at home, or on the job.

e. To help provide examples and direction in good grooming, good health and safety habits, and the development of leisure time activities.

f. To provide assistance and direction in family-living management such as budgeting, purchasing, building and repairing household items.

g. To provide an informational service to students.

2. Special Program Organization

a. The program is structured in such a way to allow specific learning disabilities students to receive instruction in a:

1. Basic class with supplimentary consultation or special education services; or

2. Basic class supplemented by itinerant instruction or a resource room program; or

3. Special class either full-time or part-time in a regular school.

b. Depending on the needs of the students identified in the school, a teacher of specific learning disabilities may serve specific learning disability students, in either full-time or part-time placement, or a varying exceptionality model may be utilized, with a resource room serving both specific learning disabilities, educable mentally retarded, and emotionally handicapped students. The time spent in the special program should be determined in the Eligibility and Educational Placement Staffing, with amount of time as the variable depending on the severity of the disorder, rather than depending on the program organization.

c. Instructional Program:

The program for specific learning disabilities students has the following goals:

a. To establish a unified and ongoing system of identification, referral and placement for students who exhibit specific learning disabilities.

b. To provide a prescriptive program to meet each student's individual needs as described in the student's individual educational plan.

c. To enhance the learning environment of the student with specific learning disabilities, in order to help him/her to become an effective and contributing member of the overall instructional program, and society in general.

Placement decisions should be made to serve the student, with time in the special program as a variable to be manipulated to best serve the student. The district recognizes that perhaps not every school center can offer the continuum of services needed to meet the needs of every exceptional student, and transfer of a student to a school with a more appropriate organizational pattern to meet a particular student's needs is a viable alternative.

3. Instructional Program

a. The major goals of the programs for the emotionally handicapped are to return the student to the regular school program and to help him/her adapt to situations which produce stress or frustration. Emotionally handicapped is not to be considered a permanent label -- the basic goal being the return of the child to the mainstream of public school life.

b. An individualized program is devised for each student to facilitate the development of desired social and/or academic skills, to promote social/emotional growth in each student, and incorporate sequential tasks geared to the student's achievement level to ameliorate the student's deficits in academic areas.

c. The goal in the academic area will be to continue to develop basic academic skills and concepts correlated to the curriculum the child will use in the regular program, to develop and improve his/her classroom working habits, and to utilize the student's academic abilities.

d. Other program goals for the emotionally handicapped include guiding the student to develop an awareness of his/her behavior and its consequences and progress toward accepting responsibility for them. This goal includes facilitating growth and development of the student in adapting and coping skills; in helping the student adapt to situations which produce stress in such a way as to become less vulnerable to emotional stress; in helping the student improve his/her skills in interpersonal relationships; and in providing opportunities and experiences for the student to enhance his/her self-concept.

e. A combination of individualized methods and techniques are used on a flexible basis as determined by the needs and progress of students. Various standard as well as teacher-made materials are utilized in the program. Token systems of reinforcement, behavior modification and precision teaching are often used by the teachers of emotionally handicapped students with progress toward each student becoming intrinsically motivated. Improvement of self-concept and in-group interaction is a vital concern of this program.

Parents are considered to be an important aspect of the student's educational program in all areas.

County Three

Special Education Program Descriptions

1. Varying Exceptionalities

Some students will be served in a varying exceptionalities classroom in this County if the need exists. All other alternatives will be explored prior to this placement. Currently varying exceptionalities classes are operating in all schools and may include two or more of the following exceptionalities: Educable mentally handicapped, trainable mentally handicapped, specific learning disabled, emotionally handicapped, physically handicapped, vision, speech and language, vision and hearing impaired.

2. EMH Instructional Program

The focus of the curriculum for EMH student is on (a) developing basic academic skills, (b) social competence, (c) personal adjustment, and (d) occupational adequacy. Emphasis will be on two basic skills which cut across all curriculum areas:

a. Thinking critically and
b. Acting independently

The Hillsborough County Curriculum for the Educable Mentally Retarded is designed to meet the needs of these students. The curriculum is sequential and each level is designed to prepare the student for the following component. The student's progress will be continually formats designed as an integral part of the curriculum.

Most educable mentally handicapped classes will continue to use the Yeshiva Social Learning Curriculum and the Hillsborough Performance Curriculum as well as the Brigance.

3. EMH Supportive Services

a. Instructional Resources: Materials and equipment housed in the Exceptional Student Department will be available on a loan basis to all teachers. Other equipment and material items have been requested from the Vocational Education Section for more complete implementation of the four proposed programs.

b. Assessment and Social Services: The cooperative agreements with the Division of Vocational Rehabilitation and the Mental Health Center will be continued.

c. Florida Diagnostic Learning Resource System: Plans are to continue participation in the project next year.

d. Identification activities including Child Find will be continued.

e. Work Evaluation Center: All middle and high school students will move through the activities of the Work Evaluation Center at least every three years.

No student shall be taught apart from normal students until a careful study of the student's case shall be made and evidence obtained which indicates that segregation will be for his benefit or because of insurmountable problems involved in teaching the student in a regular class (e.g., psychotic, autistic or severely emotionally handicapped children may be served in the profoundly handicapped program.

4. ED Instructional Program

The instructional program for emotionally disturbed students shall be tailored to remediate or change the specific behaviors for which the student has been referred. In general, positive reinforcement procedures for appropriate behaviors are to be preferred, as well as the technique for changing inappropriate ones. In general, frequent measurement of the behaviors for which the student is referred will permit evaluation of the efficiency and appropriateness of the educational plan, so that the plan may be changed to meet the changing needs of the student.

Every effort may be made to coordinate the rules and expectation of all teachers of the exceptional student so that the regulations for behaviors are as consistent as possible throughout the student's day whether he is in the emotionally handicapped classroom or in some regular classroom. A structured system for providing feedback, such as a token system or a daily report from all teachers, may be used since academic skill deficiencies are a common characteristic of many EH children, the EH program, will include tutorial or remedial work in academic skill areas.

The area of social relationships is often one of difficulty of EH students. This program may include explicit measurement of their appropriate and inappropriate social responses to encourage better behavior.

Many EH students also experience some difficulty in dealing with their own emotions and behavior. Individual and group counseling techniques, either explicitly scheduled or developed with academic tasks as framework for interaction, may be used.

The Brigance will be one instructional tool used with the emotionally handicapped student.

5. ED Supportive Services

   a. The Community Mental Health Center in the County has available psychological services when needed. The appropriate testing is available or the student may be referred to a clinical psychologist. Social workers are available for consultation and home contacts and establish groups in every school setting for these students.

   b. Florida Diagnostic Learning Resource System: The County will continue to participate in the in-service, diagnostic and Child Find activities.

6. SLD Instructional Program

   a. The focus of the educational intervention will be to provide an individualized instructional program for the student encompassing his strengths and weaknesses in prerequisite skills, basic academic subjects and behavioral areas.

      The Brigance Inventory will be the primary curriculum used in the elementary and middle school programs. Statewide Assessment data will from a base for IEP development for all students, especially at the high school level.

      The Hillsborough Curriculum for EMH students will provide a base for curriculum for students placed in the SLD program fro the majority of the day.

      1. Prerequisite Skills

         1. Reception
         2. Association
         3. Expression

      2. Basic Academic Subjects

         1. Reading
         2. Arithmetic
         3. Writing
         4. Spelling

      3. Behavioral Areas

         1. Self-concepts
         2. Scoail interactions
         3. Negative behaviors

   b. Specific Learning Disabilities teachers will confer regularly with the regular classroom teachers in order to provide the most meaningful program to students.

c. Some students will be served in a varying exceptionalities classroom in the County if the need exists. All other alternatives will be explored prior to this placement. Currently varying exceptionalities classes are operating in all schools and may include two or more of the following exceptionalities: Educable mentally handicapped, trainable mentally handicapped, specific learning disabled, emotionally handicapped, physically handicapped, vision, speech and language, and hearing impaired.

d. No student shall be taught apart from normal students until a careful study of the student's case shall be made and evidence obtained which indicates that segregation will be for his benefit or because of insurmountable problems involved in teaching the student in a regular class.

County Four

Special Education Program Descriptions

1. EMR Special Program Organization

Program services are provided for EMR students Pre-school--12.

The continuum of alternative placements includes:

a. special class either full-time or part-time in a regular class.

b. non-public day school through a contractual arrangement or other written agreement.

c. basic class with supplementary consultation or special education services.

d. Pre-Kindergarten Program: A special class is provided at the primary school to serve EMR students ages 3 and 4, up to the limits of space available.

2. EMR Curriculum and Methodology

1. The Hillsborough Performance Based Objectives curriculum outline provides the primary scope and sequence for the EMR program.

2. Other curriculum resources used include:

a. The Merrill Linguistic Series
b. Systems 80 Programs
c. Holt, Rinehart, and Winston basic Reading System
d. Continental Press AIMS Math
e. Peabody Language Development Kits

3. An individual, performance based program is planned for each EMR student. Emphasis is on the acquisition of skills and knowledge that can be applied to everyday situations and to appreciation of the esthetics of our environment.

3. EMR Supportive Services

The following supportive services are available and utilized as needed:

1. FLRS: consultation, materials, inservice training.

2. Diagnostic and Resource Center: child find, consultation, evaluation materials and services.

3. County Health Department: vision screening, consultation.

4. ED Instructional Program

   a. Philosophy: All students of school age have the right to a free, appropriate public education. This education should promote equality of opportunity and provide for the realization of individual potential.

   b. An effective program for all students, including exceptional students, must recognize and provide for the following:

      1. students from various cultural backgrounds may embody values and customs different from those held by the cultural majority.

      2. students grouped by an exceptionality category will still represent a diversity of abilities and disabilities.

      3. wide differences may exist among students in their mental, emotional, and social needs.

      4. all persons must learn to adjust with a changing world and to cope with the realistic demands of that world.

      5. the dignity and self-worth of the individual is a primary tenant of our democratic ideals and implies rights and resposibilities for all citizens.

   c. Exceptional students should not be separated from their peer group unless it is necessary in order to provide them with an appropriate education. The necessity for such placement shall be duly documented as provided for in the District Procedures.

5. ED Curriculum and Methodology

   The instructional program for emotionally disturbed children shall be tailored to remediate or change the specific behaviors for which the child has been referred. In general, positive reinforcement procedures for appropriate behavior as a positive technique for changing inappropriate ones. In general, frequent measurement of the behaviors for which the child is referred will permit evaluation of the efficiency and appropriateness of the educational plan, so that the plan may be changed to meet the changing needs of the child. Every effort may be made to coordinate the rules and expectations of all reachers of the exceptional child so that the regulations for behavior are as consistent as possible throughout the child's day, whether he is in the emotionally disturbed classroom or in some regular classroom. A structured system

for providing feedback, such as a token system or a daily report from all teachers, may be used since academic skill deficiencies are a common characteristic of many ED children, the ED Program, will include tutorial or remedial work in academic skill areas.

The area of social relationships is often one of difficulty for ED students. This program may include explicit measurement of their appropriate and inappropriate social responses to encourage better behavior.

Many ED students also experience some difficulty in dealing with their own emotions and behavior. Individual and group counseling techniques, either explicitly scheduled or developed with academic tasks as framework for interaction, may be used.

6. ED Supportive Services

A nearby community mental health facility maintains a satelite center. The services of a full-time psychiatric social worker and part-time psychiatrist are available.

The following supportive services are available and utilized as needed:

1. FLRS: consultation, materials, inservice training.

2. Diagnostic and Resource Center: child find, consultation, and evaluation materials and services.

3. County Health Department: vision screening, consultation.

County Five

Special Education Program Descriptions

1. EMR Special Program Organization

   a. Educable mentally handicapped pupils may be served in basic classes with supplementary consultation or special education services or in regular schools in special classes either full-time or part-time. The extent of time for full-time or part-time placement is determined individually for each student based on his special needs.

   b. Minimum and maximum class loads shall be:

	Minimum Class	Maximum Class
Primary age pupils (Gr. K-3)	8	12
Intermediate/Middle School Pupils	12	15
Senior High age pupils	12	17

   Where class size exceeds the maximum number the teacher will be provided with an aide either full-time or part-time.

2. EMR Instructional Program

   a. The educable mentally handicapped program is based on the philosophy that these students have the ability to become responsible, self-supporting members of society. Every part of the curriculum should reflect this philosophy. Educable mentally handicapped students shall be integrated into the regular program whenever this is felt to be beneficial and deemed appropriate.

   b. The curriculum outline, "Performance Based Objectives for Educable Mentally Handicapped Student," with minor modifications, social-personal developmental, physical/modality training and career education. At the elementary level all areas are taught but the major emphasis is on the development of basic skills in language arts and arithmetic, physical/modality and social-personal development. At the secondary level the emphasis is on functional academics, social-personal development and vocational training.

   c. Teachers of the educable mentally handicapped will employ various methods and techniques in their classrooms. Effort to provide students with concrete experiences, develop inductive thinking abilities, provide for repetition and present materials at a slower rate will be utilized where appropriate. Such techniques as use of the language experience approach in reading, small group and individualized instruction and learning centers will also be used to meet individual learner needs.

3. EMR Supportive Services

1. Media and Material Services:

a. District film center
b. Florida Learning Resource System

2. Assessment:

a. School psychologist
b. Alachua Diagnostic and Resource System
c. Retardation Program Office

3. Parent Education and Counseling Services:

a. A community Counseling Center

4. Treatment Services:

a. Division of Children's Medical Services
b. County Health Department
c. Speech clinician

4. ED Special Program Organization

The alternative placements available to emotionally handicapped students including the following:

a. Placement in a basic class with supplementary consultation or special education services.

b. Placement in a basic class supplemented by itinerant instruction or a resource room program.

c. Placement in a varying exceptionalities class either full-time or part-time in a regualr school.

d. Individual instruction in a hospital or home setting.

Every attempt will be made to serve the student in the school in which he is enrolled but when the program required is unavailable, he may be transferred to a school where his needs can be met.

5. ED Instruction Program

a. The primary goal of the program for the emotionally handicapped is to help the student overcome his difficulty so that he can function full-time in the regular school program. Emotional handicap is never a permanent label. To accomplish this goal the program helps the student adapt himself to situations which produce stress in such a way as to become less vulnerable to emotional stresses.

b. The major part of the curriculum will correlate with the curriculum which the student will use in the regular program. Basic skills and concepts will be taught but on the student's level of functioning using appropriate books and materials. Academic skills and social/emotional development are emphasized.

c. An individualized program for each student that is highly structured, highly motivational and task oriented will be utilized. Hewett's engineered classroom will be considered as a program model.

d. Methodology will involve designing and assigning appropriate learning tasks for each student, intervening when the task is inappropriate, checking tasks as they are completed and rewarding success. Token systems of reinforcement may be used.

The teacher of the emotionally handicapped will work closely with the regular teachers in planning and implementing an appropriate educational program for the student.

6. ED Supportive Services

1. Media and material services:

a. School media center
b. Florida Learning Resource System
c. School Film Library

2. Assessment:

a. School Psychologist
b. Diagnostic and Resource System

3. Parent Education and Counseling Services:

a. Counseling Center
b. Guidance Counselors

4. Treatment Services

a. Division of Children's Medical Service
b. County Health Department

7. SLD Curriculum

a. Major emphasis placed on basic learning disabilities, and psycholinguistic development as seen in the areas of speaking, listening, reading, writing, handwriting, spelling and arithmetic.

b. These skills are taught and developed through:

1. Sensory-Motor Integration
   (a) directionality
   (b) laterality
   (c) time orientation
   (d) spatial organization

2. Perceptual Skills
   (a) auditory reception
   (b) visual reception
   (c) visual memory
   (d) auditory memory and sequencing
   (e) auditory association
   (f) visual discrimination
   (g) auditory discrimination
   (h) sound blending
   (i) visual sequencing

3. Language Development
   (a) vocabulary
   (b) word attack skills
   (c) reading comprehension
   (d) handwriting
   (e) spelling
   (f) verbal expression
   (g) listening skills
   (h) written expression

4. Conceptual Skills
   (a) readiness for number concepts
   (b) general information
   (c) classification
   (d) comprehension

5. Social Competencies
   (a) practical judgement
   (b) social acceptance

6. Study Skills
   (a) dictionary skills
   (b) encyclopedua
   (c) card catalog
   (d) title page
   (e) table of contents
   (f) index page
   (g) diagrams
   (h) map reading
   (i) graphs
   (j) tables
   (k) outlining

7. Survival Skills
   (a) school survival skills
      1. self awareness
      2. teacher pleasing behavior
      3. peer association
      4. adaptive skills
   (b) "Real Life" survival skills
      1. job entry
      2. health and general welfare
      3. Marriage and the family

c. Instruction is presented on a small group basis by the SLD teachers or one-to-one by tutors.

d. Following individual prescriptions prepared by the SLD teachers, volunteer tutors will teach designated pupils in the SLD class under the supervision of the SLD teacher.

8. SLD Methodology

a. Development and use of the different modalities is pursued through the experiences from a variety of techniques but closely related to academic learning.

Example: Visual-motor training is given with letter recognition and letter formation training.

Formal reading is pursued through linguistic training.

The art of blending is developed through the sight and sound individual graphic and phonetic combinations.

9. SLD Supportive Services

1. Media and material services:

   a. Florida Learning Resource System
   b. School media centers

2. Assessment:

   a. School psychologist
   b. Diagnostic and Resource Center
   c. Speech clinician

3. Parent Education and Counseling Services:

   a. A community counseling center

4. Treatment Services:

   a. Devision of Children's Medical Services
   b. County Health Department
   c. Speech clinician

Example Vocational Education Course Descriptions

PROGRAM COURSE TITLE: Orientation to Home Economics Occupations

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 2701

COMMUNITY COLLEGES: NA

PROGRAM COURSE OBJECTIVE: This program course provides experiences to acquaint students with career opportunities and job requirements in home economics occupations.

PROGRAM COURSE DESCRIPTION: Instruction in this program course introduces the student to basic knowledge and skills used in home economics occupations. Hands-on experiences related to introductory skills are provided to enhance students' understanding of each area. Specific occupational clusters covered are: homemaking; human care services; home furnishings equipment, and services; food management, production, and services; clothing management, production, and services; institutional and home management and services.

Major concepts for each occupational cluster include the career opportunities; skills common to all home economics occupations; skills and future opportunities unique to each cluster of occupations; employability skills; orientation to FHA/HERO; and rules, regulations and legislation as each relates to the instruction. Activities of the vocational student organization, FHA/HERO, when provided are included as an integral part of the secondary instructional program. Additional concepts may be selected to meet the defined needs of the students.

Concepts in management, safety, free enterprise, consumer and economic education are taught as they relate to instruction. Application of communication, computation and human relations skills are an integral part of the instructional program.

PROGRAM COURSE TITLE: Orientation to Business and Office Occupations

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 7610

PROGRAM COURSE OBJECTIVE: This program course provides experiences to acquaint students with career opportunities and job requirements in business and office occupations.

PROGRAM COURSE DESCRIPTION: Instruction includes an orientation to the broad area of business and office occupations. Orientation experiences provide information for students in Accounting Occupations, Data Processing Occupations, Clerical Occupations, Secretarial Occupations and Business Administration Occupations. These experiences are directed towards a brief study of work responsibilities, job qualifications, equipment, financial rewards and career paths related to these occupational areas. Instructional activities may include resource people, field trips, student projects and the use of audio-visual media. This program course is designed primarily as a preliminary offering prior to the exploration program course.

Activities of Future Business Leaders of America, when provided, are included as a part of the instructional program course.

Students shall study and apply concepts of free enterprise, consumer and economic education appropriate to the instructional program course so that they may function effectively in the American system.

PROGRAM TITLE: Nursery Operations

DOE PROGRAM NUMBER

SCHOOL DISTRICTS: 3665

COMMUNITY COLLEGES: 1.21.0505

PROGRAM OBJECTIVE: This program is designed to prepare persons for initial employment or to upgrade or retrain persons who are or have been employed in nursery occupations such as nurseryman, nursery manager, propagator, nursery worker, greenhouse manager, grafter or other related occupations.

PROGRAM DESCRIPTION: Instruction provides a study of the principles and practices involved in the production, culture and marketing of ornamental plant materials. Subject matter includes but not limited to the following: (1) plant parts, function and growth requirements, (2) media preparation, (3) classification, selection and identification, (4) propagation, (5) fertilization, (6) plant management, (7) pruning, (8) marketing and business management skills. Activities include classroom, laboratory, mechanics, field, greenhouse and shadehouse experiences. The program includes competency development through supervised occupational experiences which may be provided through the cooperative method, placement for experience and production projects. Instruction includes a planned series of activities in which the student applies the basic knowledge, skills, interests, attitudes, appreciations and ideals developed in the instructional program. Activities involving leadership/employability skills are required. They may be provided through the FFA or other appropriate student organization as a part of the instructional program. Because of the production and marketing cycles of the ornamental horticulture industry, certain competencies may require individual instruction and supervision extending beyond the regular school day and school year. Supervised occupational experiences may be provided at an agricultural business, at home, at a nursery, or facilities provided by the school. Competencies achieved in Fundamentals of Agricultural Occupations, Applied Principles of Agricultural Occupations and Cooperative Agribusiness should relate to the completion of this specialized program. Activities may be provided through the FFA organization as a part of the instructional program.

PROGRAM COURSE TITLE: Homemaking for Special Needs

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 2605

COMMUNITY COLLEGES: NA

PROGRAM COURSE OBJECTIVE: This program course is designed to provide opportunities for students with special needs to acquire knowledge and develop attitudes and skills for the occupation of homemaking.

PROGRAM COURSE DESCRIPTION: Instruction in this program course emphasizes concepts which include opportunities to develop a positive concept toward self and other, experience success and gain a feeling of personal fulfillment through homemaking. Individualized or a prescriptive method of instruction is utilized to provide for wide variances in levels of ability. The content includes a study of the development and care of children; social and family relationships; care and improvement of the home enviroment; management of time, energy, space and material resources; selection, purchase, construction and care of clothing; selection, purchase and preparation of food; personal hygiene and grooming; good health and safety practices and acceptable social behavior. Additional concepts can be selected to meet the defined needs of the students. Activities of the vocational student organization, FHA/HERO, when provided are included as an integral part of the secondary instructional program. Instruction related to rules, regulations and legislation will be included as applicable.

Concepts in management, safety, free enterprise, consumer and economic education are taught as they relate to instruction. Application of communication, computation and human relations skills are an integral part of the instructional program.

PROGRAM COURSE TITLE: Fundamentals of Food Management, Production and Services

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 2751

COMMUNITY COLLEGES: NA

PROGRAM COURSE OBJECTIVE: This program course is designed to provide instruction in competencies common to a cluster of occupations in food management, production and services and to develop skills, knowledge and attitudes for success and advancement in a specialized occupational proficiency program.

PROGRAM COURSE DESCRIPTION: Instruction in this program course provides for basic competency development in the following areas: food service career opportunities; job descriptions, duties and responsibilities; safety and sanitation; identification, use and care of equipment; basic food preparation skills; basic principles of nutrition; meal planning for food service, cost control; psychology of work; work patterns; vocabulary for food service occupations; policies and job application techniques; opportunities for advancement in the food service industry; evaluation of food service establishments and work ethics and employability skills. Additional concepts can be selected to meet the defined needs of students in the program. Activities of the vocational student organization, FHA/HERO, when provided are included as an integral part of the secondary instructional program. Instruction related to rules, regulations and legislation will be included as applicable.

Concepts in management, safety, free enterprise, consumer and economic education are taught as they relate to instruction. Application of communication, computation and human relations skills are an integral part of the instructional program.

PROGRAM COURSE TITLE: Exploration of Agribusiness and Natural Resources Occupations

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 3695

COMMUNITY COLLEGES: NA

PROGRAM COURSE OBJECTIVE: This program course is designed to provide experiences to acquaint students with careers in agribusiness and natural resources occupations; the tasks performed by workers in these positions; job requirements and planned instructional sequences through which career objectives may be attained.

PROGRAM COURSE DESCRIPTION: Instruction provides opportunities for exploratory experiences in the areas of agricultural production, forestry, ornamental horticulture, agricultural mechanics, agricultural supplies and services, agricultural products processing and natural resources. Students become familiar with and have the opportunity to participate in the classroom, laboratory and community based activities related to the broad areas of agriculture, thus developing skills and understandings of occupations needed for advancement in Agribusiness and Natural Resources Education programs. Activities involving leadership/ employability skills are required. They may be provided through the FFA organiztion as a part of the instructional program. Students shall study and apply concepts of free enterprise, consumer and economic education appropriate to the instructional program so that they may function effectively in the American economic system.

PROGRAM TITLE: Livestock Production

DOE PROGRAM NUMBER

SCHOOL DISTRICTS: 3610

COMMUNITY COLLEGES: 1.21.0101

PROGRAM OBJECTIVE: This program is designed to prepare persons for initial employment or to upgrade or retrain persons who are or have been employed in livestock occupations such as rancher, farmer, herdsman, horse trainer, farm foreman or other related occupations.

PROGRAM DESCRIPTION: Instruction provides the principles and practices involved in the production (breeding, feeding, training, care, housing and marketing) of poultry, horses, beef and swine, including the operation, maintenance and minor repair of necessary equipment and those management skills required in the operation of a successful livestock business. Activities include classroom mechanics laboratory instruction and livestock laboratory experiences. The program includes competency development through supervised occupational experiences which may be provided through the cooperative method, placement for experience and production projects. Instruction includes a planned series of activities in which student applies the basic knowledge, skills, interests, attitudes, appreciations and ideals developed in the instructional program. Activities involving leadership/employability skills are required. They may be provided through the FFA or other appropriate student organizations as a part of the instructional program. Because of the production and marketing cycles of the livestock industry, certain competencies may require individual instruction and supervision extending beyond the regular school day and school year. Supervised occupational experiences may be provided at an agricultural business, at home, on a farm, or facilities provided by the school. Competencies achieved in Fundamentals of Agricultural Occupations, Applied Principles of Agricultural Occupations and Cooperative Agribusiness should relate to the completion of this specilized program.

PROGRAM COURSE TITLE: Exploration of Business and Office Occupations

DOE PROGRAM COURSE NUMBER SCHOOL DISTRICTS: 7620

PROGRAM COURSE OBJECTIVE: This program course is designed to provide experiences to acquaint students with careers in business and office occupations, including job requirements and tasks performed, which will enable the students to select career objectives.

PROGRAM COURSE DESCRIPTION: Instruction provides opportunities for students to explore the tasks workers perform in the area of business and office occupations. In-basket exercises with support equipment may provide reasonable simulation for the tasks performed by these workers and their work flow. The program course may utilize audio-visual presentations, handouts, guest lecturers and field trips.

Activities of Future Business Leaders of America, when provided, are included as a part of the instructional program course.

Students shall study and apply concepts of free enterprise, consumer and economic education appropriate to the instructional program course so that they may function effectively in the American system.

PROGRAM COURSE TITLE: Exploration of Construction Occupations

DOE PROGRAM COURSE NUMBER

SCHOOL DISTRICTS: 5846

COMMUNITY COLLEGES: NA

PROGRAM COURSE OBJECTIVE: This program course is designed to provide experiences to acquaint students with careers in construction occupations, including job requirements and tasks performed, which will enable the students to select career objectives.

PROGRAM COURSE DESCRIPTION: Instruction provides opportunities for students to explore the methods, processes, and products of building construction including site selection, surveying, contracting, and the completion of a construction module with all support systems.

APPENDIX C

Superintendent of Schools
County
City, Florida

Dear _____:

This packet of information is being sent to you to describe planned research concerning the vocational preparation of a portion of the handicapped youth residing in nonmetropolitan areas. The study is funded by the Division of Vocational Education and is conducted jointly by the Department of Special Education and the Department of Vocational Education.

The project staff includes Dr. Jim Hensel, Dr. Stuart Schwartz, and Diane Budd (University of Florida) and Dr. Dave Westling (Florida State University). You will find in addition to this letter, a description of the objectives and activities of the project's current Phase II component. The results if this phase should provide valuable information for program planning.

There are 37 nonmetropolitan (rural) counties in Florida. We have identified at least fourteen of these counties that are 50 miles or more from a major metropolitan area. One of these 14 counties is _____ County. We would appreciate your consideration of _____ county as a project county. If the research is conducted in your county we will be talking with the special education director and vocational director. These people will be our key contacts in the county. We would spend from 3 to 7 days in the county to obtain data. This data will be shared with you and your personnel.

Would you please consider allowing us to enter your county. We will be contacting you in the near future to talk with you and hear your reaction to the project.

Sincerely,

Diane Budd
Project Director
Rural Research
G315 Norman Hall

OBJECTIVES OF PHASE TWO

1. CONTINUE THE WORKING RELATIONSHIP WITH THE ADVISORY COMMITTEE MEMBERS.

   By being a member of this advisory committee you will help establish guidelines and procedures for data collection and research. Your input will be used continually as the study progresses.

2. UTILIZE STATE DEPARTMENT COMPUTER DATA CONCERNING PROGRAM OFFERINGS IN RURAL COUNTIES. REVIEW PRINTED REPORTS AND VISIT COUNTY SCHOOL BOARD OFFICES IN PROJECT COUNTIES.

   You can assist the project by providing access to a description of the curriculum offered to handicapped secondary students in your county. This will involve our researchers interviewing the teachers at the secondary level who work for you.

3. LABOR EMPLOYEMNT STATISTICS WILL BE REVIEWED FOR THE RURAL COUNTIES DATA CONCERNING EMPLOYMENT OF HANDICAPPED INDIVIDUALS WILL BE OBTAINED BY ON SITE VISITS AND INTERVIEWS.

   You can help us attain this objective by providing access to a list of the handicapped students who have terminated within the last 3 years. We also need access to the school files of these individuals for academic information. This information naturally will be used only for research and will comply with privacy regulations.

4. EDUCATIONAL MODELS FOR THE VOCATIONAL/SPECIAL EDUCATION AND TRAINING OF HANDICAPPED SECONDARY INDIVIDUALS WILL BE COLLECTED. THE MODELS WILL REFLECT EXEMPLARY PROGRAMS AND METHODS THAT HAVE BEEN TESTED AND PROVED SUCCESSFUL.

   You can assist in this goal by letting us know what your county's needs are. We will direct the development of educational models toward specific needs.

5. CONSULT WITH LOCAL EDUCATION AGENCIES AS THEY DEVELOP THEIR COUNTY'S FUNDING GUIDES SO THAT THEY MAY REQUEST GRANT SUPPORT FOR THE IMPLEMENTATION OF THE PROPOSED EDUCATIONAL MODEL.

   We will be meeting with you, as requested, to provide the assistance needed for the implementation of this goal.

Date:

To Whom It May Concern;

Information was taken from this file for a statistical study of the vocational adjustment of handicapped youth residing in rural areas. All the data that is used will be compiled in statistical form and no reference will be made to an individual.

If you have any questions please contact:

Dr. James Hensel
Dept. of Instructional Leadership
2402 Norman Hall
Gainesville, Florida 32611
(904) 392-2391

Investigator's Signature,
address and phone:

_____

_____

_____

_____

phone: _____

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Name: _____

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Code No: _____

Student Curriculum Questionnaire

Code No. _____ Sex: M F

Race: B W H DOB: ___/___/___

Address: _____ Phone: ( ) _____

Relatives Address: _____

Phone: ( ) _____

School Termination Date: ___/___/___ Graduated ____ Withdrew ____

Highest Grade Completed _____

Curriculum Grades 9-12

Special Ed. Setting _____ Dates: _____

Enrolled in prevocational programs:

Work Study _____ Dates/credits: _____

Home Economics _____ _____

Industrial Arts _____ _____

Other _____ _____

Enrolled in Vocational programs:

Agriculture _____ Dates/credits: _____ _____

Business Ed. _____ _____

Cosmetology _____ _____

Drafting _____ _____

Health Occ. _____ _____

Mechanics (specify) _____ _____

Work Exp/DCT _____ _____

Other _____ _____

Reading level _____ Test Title _____ Date _____

Math level _____ Test Title _____ Date _____

Parental Consent

Date:

I understand that the information here is to be used for a statistical study of the vocational adjustment of special needs students. I understand that all the data will be put in statistical form and no reference will be made to an individual.

Parent's signiture _____

Investigator's signiture _____

EMPLOYMENT QUESTIONNAIRE

1. Code Number: _____

2. The Subject is Currently:

   (a) _____ Employed (b) _____ Unemployed Indefinitely

   (c) _____ Homemaker (d) _____ Unemployed Seasonally

3. Source of Information: _____

   Date: _____

4. Name of Employer: _____

   Position Held: _____

   How Many Months Employed: _____

   Hours/Week: _____

   Salary: $_____ per hr.

   Brief Description of Job & Setting: _____

   _____

   _____

   _____

5. Was the Subject Employed Previously? _____Yes _____No

   If Yes, Where: _____

   Position: _____

   Months Employed: _____

   Salary: $ _____ per hour

   Brief Description of Job & Setting: _____

   _____

   _____

APPENDIX D

October 17, 1980

Director of Special Education
Director of Vocational Education
County School Board
Address
Town

Dear Director:

The University of Florida, College of Education is currently conducting research to evaluate the vocational preparation and success of handicapped individuals who reside in rural areas of Florida. Funding for this research is from the Division of Vocational Education, Florida Department of Education.

One of the study's objectives is to identify exemplary programs and best practices for vocational training for handicapped students. There are many such successful innovative programs within the state. We would appreciate your help in identifying these exemplary programs.

Would you please inform us about any vocational program for special needs students that is currently being conducted, or that is soon to be implemented within your own county. We have included a form to complete to facilitate your answers. Any other information you may wish to add would also be appreciated.

The findings from these questionnaires will be published in the final report for Phase II of this project. These findings will be shared with the rural counties of Florida during Phase III of the project.

If you do not have time to complete this form, we would be happy to talk with you by phone. If you have any questions concerning this questionnaire, please contact Diane Budd [(904) 392-4801 or 392-0702] or Dr. Jim Hensel [(904) 392-2391]. Thank you for your cooperation.

Sincerely,

James W. Hensel, Ph.D
Project Director, Rural Research

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Diane Budd
Assistant Director, Rural Research

Enclosure

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

QUESTIONNAIRE

County Name: _____

Vocational Education Director: _____

Phone: _____

Special Education Director: _____

Phone: _____

1. Description of exemplary program (please include the roles of teachers, types of vocational preparation and/or special education, follow-up methods, cost factors and other information or printed reports).

2. a. No. of special education teachers: _____

   b. No. of vocational education teachers: _____

3. Grade levels served: _____

4. Approximately what number are included in the following categories:

Mental Retardation	_____	Emotionally Handicapped	_____
Hearing Impaired	_____	Learning Disabled	_____
Vision Impaired	_____	Physically Handicapped	_____

November 1980

Respondent
Position Title
Address
City, Florida

Dear _____:

Thank you for your response to our survey of best practices for special needs/vocational training. I appreciate your time in providing information about your program components.

We would like to share your program description with other counties. We will be calling you for more specific details as we develop our exemplary program profile.

Thank you again for your assistance.

Sincerely,

Diane Budd
Project Director
Rural Research
G315 Norman Hall

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER